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ABSTRACT

This guide contains the materials required to teach a competency-based course to increase students' knowledge of parenting and child development concepts and to build specific skills needed by informed, sensitive caregivers. It consists of an instructor's manual, instructor's resource package, and student workbook. The following topics are covered in the 13 instructional units: describing the family and its future; parenting; describing pregnancy, prenatal care, and childbirth; applying child development concepts; caring for infants, toddlers, preschool, and school-age children; guiding children; promoting children's well-being; selecting children's clothing; caring for children with special needs, gifts, and talents; caring for children in crisis; evaluating child care services and community resources; and exploring careers relating to children. In the instructor's manual are the following: information on using the guide; a section for each unit listing activities and resources needed, focus assignments, objectives, evaluation methods, references, and written tests and answers; and an instructional supplement that provides additional teaching aids. The resource package contains the following: learning activity package sheets that allow instructors to individualize instruction for some/all students, transparency masters, written tests, and handouts. The student workbook includes one set of objective, information, assignment, and job sheets for each unit. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in nine basic skill areas has been infused into the curriculum. A basic skills documentation matrix correlates skills with units of instruction. (MN)

ED 380 632

Parenting and Child Development

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CIMC

Instructor Manual

94-010781

Oklahoma Department of
Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364

HE1011

Parenting and Child Development

Instructor's Manual

Upfront

Instructor's Guide

Answers

Test Code Sheets

Instructional Supplement

Developed by the
Curriculum and Instructional Materials Center
for the Division of Home Economics Education
Oklahoma Department of Vocational and Technical Education

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Curriculum and Instructional Materials Center

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One set per unit of the following components:

- Instructor's Guide
- Answers
- Test Code Sheets

Instructional Supplement (one set for all units)

Instructor's Resource Package

One set per unit of the following components:

- LAP Sheet
- Transparency Masters
- Written Test
- Handouts
- Other required media

Student Workbook

One set per unit of Objective Sheets, Information Sheets, Assignment Sheets, and Job Sheets for the following units:

UNIT 1
Describing the Family and Its Future 1-1

UNIT 2
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UNIT 3
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FOREWORD

Children are our most valuable resource. As a result, caring for children — within a family or within employment in a chosen child care career — is a truly vital responsibility. Parents and other caregivers must have the knowledge and the skills required to provide the quality child care that children need to become successful adults. Complicating this task are the multiple roles of parents, the diversity of families and the parenting roles within them, the demands of the workplace on parenting responsibilities, and the changing needs for child care services.

Parenting and Child Development is a diverse and challenging curriculum. It is designed to increase student knowledge of parenting and child development concepts, as well as to build specific skills needed by informed and sensitive caregivers. These instructional materials cover the areas of parenting, child development, and employment. Some units focus on the function, structure, and characteristics of families and on parenting decisions; other units address fundamental child development and guidance concepts, the care of children at specific developmental stages (infant and toddler, preschool, and school-age), and the well-being of children in terms of health, safety, and nutrition; concluding units heighten student awareness of community child care resources and of career opportunities in the child care field.

Parenting and Child Development is designed for use in an in-depth, 18-week course for students in grades ten through twelve. It is our hope that this curriculum will assist both the teacher in the delivery of vital concepts and the student in the development of critical skills.

Roy Peters, Jr.
State Director
Oklahoma Department of
Vocational and Technical Education

Edna Ruth Mahaffey
State Supervisor
Home Economics Education

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Craig A. Maile
Instructional Development Specialist

USE OF THIS PUBLICATION

INSTRUCTIONAL UNIT

Each unit of instruction is based on the performance needed for successful employment in an occupational area. *Parenting and Child Development* contains thirteen units of instruction. A complete unit may contain most or all of the following components: Objective Sheet, Instructor's Guide, Information Sheet, Instructional Supplement, Assignment Sheet, Job Sheet (and Skill Test Record), Written Test, Answers (to Assignment Sheets and Written Test), Transparency Masters, Learning Activity Package (LAP) Sheet, Handouts, and other required media. These components are organized within three packages, as follows:

Instructor's Manual

- Upfront pages (title page, copyright page, table of contents, foreword, preface, acknowledgments, measuring student performance gains, required criteria for a competency-based education program, and corrections and suggestions)
- Curriculum and Duty/Task Crosswalk (as appropriate)
- Basic Skills Matrix
- One set per unit of:
    - Instructor's Guide
    - Answers
    - Test Code Sheets
- Instructional Supplement (one set for all of the basic skills enablers appearing in the book)

Instructor's Resource Package

- One set per unit of:
    - LAP Sheet
    - Transparency Masters
    - Written Test

  ☑ **NOTE:** The three components listed above may be photocopied by the instructor.

- Handouts (as appropriate)
- Other required media (as appropriate)

Student Workbook

- Objective Sheets
- Information Sheets
- Assignment Sheets
- Job Sheets

Instructor's materials include the *Instructor's Manual*, the *Instructor's Resource Package*, and the *Student Workbook*.

Unit components are tied to measurable and observable learning outcomes. Instructor's are encouraged to supplement unit components with other resources to make units as responsive to local conditions and student needs as possible.

Most units of instruction are designed for use in more than one lesson or class period. Instructors should determine the following for each unit:

- amount of material that can be covered in each class period;
- skills that must be demonstrated;
- supplies and equipment needed;
- amount of class time needed for demonstrations;
- amount of class time needed for student practice;
- supplementary materials to be ordered; and
- resource persons who must be contacted.

Objective Sheet (Student Workbook)

The Objective Sheet summarizes each unit for the student and the instructor. The Objective Sheet includes the following sections:

Introduction – This section introduces students to the unit topic and its importance to them. The Introduction also relates the unit to students' experiences and their "need to know"; it helps capture their interest and focus their attention on the specific topic.

Prerequisites – This section is included if any of the units in the book have prerequisites. A prerequisite may be one or more units from the same book or from other books, which must be completed before beginning the unit. (If no prerequisites exist for any of the units in the book, this section is omitted.)

Focus Assignments – Each unit has two Focus Assignments: Prereading and Writing. The Prereading assignment requires the student to read appropriate sections from unit references, from the *Instructor's Resource Package*, or from the student's textbook. The Prereading assignment leads into the Writing assignment, which assigns students a short written activity based on the Prereading assignment. Because the Focus Assignments help promote the use of basic skills, they include appropriate basic skill icons and enablers. (Activities for the basic skills associated with the Focus Assignments are included in the Instructional Supplement in the Instructor's Manual.)

Unit Objective – The Unit Objective states the overall goal of the unit. It identifies what the student will be able to do after successfully completing the unit, as well as the standards used to measure student performance.

Specific Objectives – The Specific Objectives outline the teaching sequence of the competencies required to reach the Unit Objective.

The Specific Objectives on the Objective Sheet should be emphasized to all students at the start of each unit and throughout the teaching/learning process. This will help answer student questions about performance requirements for each unit. Specific Objectives can also assist instructors in determining teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective could best be taught.

Instructors should modify, delete, or add objectives to meet the needs of students and the community. When objectives are added, the instructor should remember to provide the needed information, Assignment and/or Job Sheets, and criterion-referenced test items.

Information Sheet (Student Workbook)

The Information Sheet provides the "must know" content essential for meeting the cognitive objectives in the unit. Information is usually presented in print on the Information Sheet, but may also be presented in other formats, if appropriate, such as on videotape, software, or other media. (Additional formats for presenting the Information Sheet objectives allow this component to be interactive.)

Many objectives on the Information Sheet begin with a "Words You Should Know" section. This boxed item identifies terms relating to the objective, and gives a definition for each. Terms in the "Words You Should Know" boxes are tested only indirectly with the objective information (not on the Written Test as a matching exercise).

The Information Sheet may include clarifying NOTES and EXAMPLES, as needed. In the left column, students and instructors are reminded of the optional and/or required activities and resources available for a particular objective.

Students should read the Information Sheet for each unit before it is discussed in class. Space is provided in the margins for both students and instructors to add notes that clarify and/or expand upon the information presented.

Assignment Sheets (Student Workbook)

The Assignment Sheets address the learning levels at or above the application level of Bloom's taxonomy. They allow students to perform non-psychomotor activities related to occupational tasks. Assignment Sheets also provide students with an opportunity to use higher-order thinking skills, such as problem-solving, synthesizing, analyzing, and evaluating. In addition, they may provide opportunities for cooperative learning and more detailed oral/written communication activities.

Assignment Sheet activities can be "paper and pencil" activities, as well as those using computer software, videotapes, models, handouts, or other resources as appropriate. All Assignment Sheets include basic skills icons and enablers (identified in the left margin).

Job Sheets (Student Workbook)

Job Sheets give students step-by-step procedures for performing manipulative or psychomotor occupational tasks or jobs. The Job Sheet also functions as a Skill Test Record, facilitating the instructor's evaluation of each student's performance. Both the process and the end-product are evaluated. Diagrams, illustrations, and photographs are included, as needed, to assist students in completing the job.

Individual Job Sheets may include various warnings written to conform to the latest specifications of the American National Standards Institute (ANSI). DANGER is used if the situation *will* lead to death or serious injury if not avoided; WARNING is used if the situation *could* lead to death or serious injury if not avoided; CAUTION is used if the situation could lead to minor or moderate injury; NOTICE is used if the situation could cause property damage only; and IMPORTANT is used to refer to operating or maintenance tips. Each type of warning appears on the Job Sheet with an ANSI symbol.

The instructor should demonstrate the procedure outlined in each Job Sheet. Instructors may also have to localize specific procedures.

Instructor's Guide (Instructor's Manual)

The Instructor's Guide leads instructors step by step, objective by objective through the unit. It recommends instructional strategies for the Focus Assignments and for each of the Specific Objectives. Resources and activities are labeled "R" for "Required" or "O" for "Optional." Optional and Required resources (publications, videos, computer software, and other media) are listed, as well as unit references. These resources can be used to supplement the instructor's knowledge of the subject area and to help students with particular interests or occupational objectives. In addition, the Instructor's Guide provides guidelines for evaluating student performance.

Instructors should study the Instructor's Guide before introducing the unit and allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resource persons. Specific tasks of the instructor will vary with each unit.

Answers (Instructor's Manual)

This component lists the answers to all of the Assignment Sheets and the Written Test questions.

Test Code Sheet (Instructor's Manual)

The Test Code Sheet matches Written Test questions to objectives. Basic skills codes are listed in chart format for each question. Each unit has a Test Code Sheet. For more information, see the CIMC publication *Measuring Learning & Competency Gains: The Pretest/Posttest Approach.*

Instructional Supplement (Instructor's Manual)

The Instructional Supplement provides the instructor with strategies for teaching the basic skills identified on the Focus Assignments, Assignment Sheets, and Job Sheets. One Instructional Supplement applies to all of the basic skills identified in all of the units of instruction in a book.

LAP Sheet (Instructor's Resource Package)

The LAP (Learning Activity Package) Sheet for each unit allows the instructor to individualize instruction for some or all students. The LAP Sheet guides the student through each unit step by step, ensuring that the student receives the necessary instruction.

Transparency Masters (Instructor's Resource Package)

Transparency Masters are provided so that instructors can make transparencies to accompany specific units. Transparencies allow students to *see* as well as hear the information being presented, thus reinforcing the learning process. They also direct attention to the topic under discussion. Transparencies should be made from the Transparency Masters and placed where they will be readily available when needed. Transparencies should be left on the screen only when the related topics are under discussion.

Each Transparency Master also appears in the appropriate unit in the Student Workbook, at the location where the information is referenced (such as a Figure on the Information Sheet).

Written Test (Instructor's Resource Package)

The Written Test provides criterion-referenced evaluation of the Specific Objectives from the Information Sheet (Assignment Sheet and Job Sheet objectives are not evaluated by the Written Test). If instructors have added, deleted, or modified any objectives, appropriate changes should be made to the Written Test as well.

The Written Test serves as both a pretest and a posttest. In order to measure and document student competency gains as required by the latest Carl Perkins regulations, and as outlined in the Oklahoma-developed system of standards and measures, it is *essential* that the same test be used as a pretest and as a posttest. If instructors choose to use tests other than the Written Test, they should make sure that the same instrument is used for each activity – pre- and posttest.

The Written Test may be photocopied for classroom use, or additional copies may be ordered from the CIMC by calling 1-800-654-4502, or (in Oklahoma) 1-800-522-5810, ext. 589.

A detailed explanation of the Oklahoma plan for standards and measures and the Carl Perkins requirements is included in the CIMC publication *Measuring Learning & Competency Gains: The Pretest/Posttest Approach.* This booklet – and accompanying software to assist in calculating and recording student gains – are available to Oklahoma instructors through their school's vocational testing liaison.

To further assist instructors, the CIMC develops Test Code Sheets for each Written Test in its more recent publications, including this one. (These sheets are explained in detail in the publication mentioned above.) The Test Code Sheets assist in verifying that the Written Test is a valid instrument for measuring student learning and competency gains.

COMPETENCY PROFILES

A Competency Profile is available from the CIMC. Competency Profiles document student performance. Each profile lists the specific competencies covered in the book, and provides space for recording the student's level of performance on each competency.

PAGE NUMBERING

Each unit and each page in a CIMC publication has a number, shown in arabic numerals. The page number gives the package title, the book title, the component name, the unit number, and the page number within the unit. For example, the page number for page 1 in Unit 6 of the *Student Workbook* would appear as follows:

STUDENT WORKBOOK – Parenting and Child Development
OBJECTIVE SHEET · **CIMC** · 6 · 1

METHODS OF DISSEMINATING MATERIAL

For best results, provide each student with a copy of the Student Workbook. Students should be allowed to keep their Workbooks at the end of the course or training program.

TEACHING METHODS

Keeping students motivated is a challenge. Supplement each unit with current information, personal experiences, and other information. In a group setting, prepare for each unit by determining the best way to teach each objective, and allow for student input. For individualized instruction, provide opportunities for the student to become involved in planning and being responsible for his or her own education.

BASIC SKILLS IN CURRICULUM

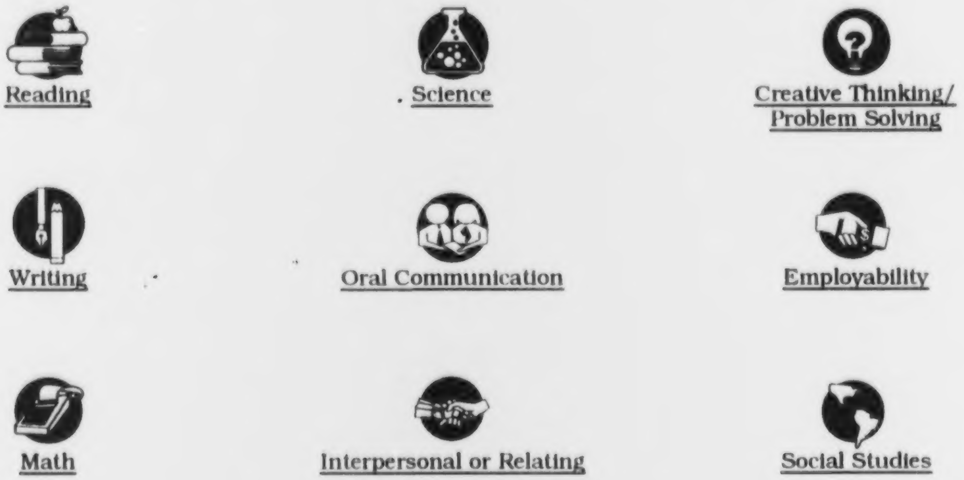
The CIMC has always been mindful of the importance of reinforcement (and sometimes remediation) of students' academic skills as they progress through vocational training, and has always included activities in its materials to enhance and promote use of these skills.

Recent state and federal legislation mandates vigorous basic skills development in vocational education in the wake of demands by industry that workers *must* be academically, as well as technically, competent, given the nature of the highly complex work place. In response, the CIMC has taken the following steps to document that, indeed, the instructional materials *do* combine academic skills training with the vocational training. In addition, concerted efforts have been made to "beef up," or enhance the basic skills instruction already present. Following is a brief description of those processes:

Basic Skills Icons and Enablers

To assist teachers and students in identifying activities that promote basic skills development, the CIMC has implemented a marking system that uses simple graphic symbols, or icons, and a list of specific tasks, or enablers, to identify the basic skill or skills that are called for in each job or assignment sheet.

Each of the nine broad skills areas–reading, writing, mathematics, science, oral communication, interpersonal or relating, creative thinking and problem solving, employability, and social studies–is represented by the icon presented below.



When an activity involving one of these basic skills is identified, the corresponding icon is placed in the left-hand margin of the job or assignment sheet. The basic skills training is further defined by retrieving the specific, or enabling, skill that is required by consulting a list of over two hundred and fifty enablers that has been compiled and grouped with each general basic skill. This enabling skill is placed directly below the icon.

As an example, an exercise that requires a student to conduct library research would make necessary the use of specific reading comprehension and research and reference skills. The basic skills that the exercise promotes would be depicted in the left-hand margin as follows:

ASSIGNMENT SHEET

PLANNING LIVING SPACE FOR HUMAN NEEDS

1

Name ______________________________ Score __________

OBJECTIVE 10 **Define personal territory.**

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions
- Use content area vocabulary

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

- As discussed in objective 1, each person has an invisible "space bubble" or comfort zone. A comfort zone is the space between oneself and others that brings a feeling of well-being. When one's comfort zone is crowded or invaded, discomfort often results. Therefore, personal territory needs should be a prime consideration when planning living space.
- For each of the following situations, draw your estimated comfort zone around the figures provided.
- Indicate how many inches from your body the comfort zone extends.
- Consider how that comfort zone changes in different situations. Answer the questions that follow.

Basic Skills Documentation Matrix

Another component of the CIMC basic skills instructional plan is the "Basic Skills Documentation Matrix." The matrix graphically summarizes the basic skills training included in the vocational program, unit by unit. It should be helpful to teachers in planning their instruction, and to administrators as documentation that basic skills **are** being addressed during the vocational training.

The matrix for this publication is included as an 8½" by 11" foldout in this *Instructor's Manual.*

Matrices have been developed for most CIMC publications. For more information on those available for other programs, call the CIMC at 1-800-654-4502.

Instructional Supplement

The supplement is a tool for the instructor to use in helping students apply the basic skills in Assignment Sheets and Job Sheets. Some supplements are appropriate for use with all students; some are for use only with those students who do not understand the academic skills called for in the exercise.

MEASURING STUDENT PERFORMANCE GAINS

When you examine this book, you will notice that separate written pretests are no longer included in the units of instruction. Each CIMC unit now contains only a single Written Test. This test should be used as **both** pretest and posttest by giving it once before students start a unit and again when they have completed the unit.

The reason for using a single instrument as both pretest and posttest is so that direct comparison of each student's competencies before and after instruction can be made accurately. This comparison enables precise calculation, documentation, and evaluation of student **performance gains**.

Accurate performance gains analysis is an important requirement of the new Carl Perkins legislation for vocational education. Teachers can make an important contribution to the performance accountability mandated by the new federal legislation by carrying out accurate performance gains analysis for their students, and making this data available to students, parents, and administrators.

This analysis is easy to do and requires only simple calculations and record keeping. Detailed information regarding performance gains analysis is contained in the CIMC publication, *Measuring Learning & Competency Gains: The Pretest/Posttest Approach.* In addition, the CIMC has developed a computer program, CARL, which will perform all necessary calculations and will print out a record form of all information required for gain score analysis. Copies of CARL and the publication are available through your local testing liaison (in Oklahoma), or from the CIMC at 1-800-654-4502.

REQUIRED CRITERIA FOR A COMPETENCY-BASED EDUCATION PROGRAM

Criterion	Discussion	CIMC component meeting criterion
1. Instruction is based on clearly-stated learning objectives that are: a) observable and measurable, and b) communicated in writing to students before instruction begins.	Learning objectives drive CBE. Objectives are the "competencies" that learners must achieve. Each objective must clearly state what *learners* must *do* to demonstrate acquired skill or knowledge. Verbs in learning objectives are active and precise, stating the exact performance expected of learners. The objectives should also specify the standard or level of performance required. Objectives can be at any level of Bloom's Taxonomy and can include the cognitive, psychomotor, and affective domains. Higher-order cognitive skills should be included.	Objective Sheet
2. Instruction is aligned with the stated learning objectives	In CBE, the objectives specify what is taught. "Content" should relate to one or more objectives. The curriculum should cover all objectives with relevant information.	Information Sheet
3. There is a student evaluation system that is: a) criterion-referenced, and b) aligned to the learning objectives and the curriculum.	In CBE, the aim is to bring the performance of *all* learners up to a pre-defined standards and competencies. Learners work on each competency until they achieve "mastery"; the evaluation system should test and record this mastery. Learners can restudy and retest as often as needed. Specific remediation activities should also be available to learners when needed. The evaluation system focuses on what each student has achieved, not on what the instructor has "taught." The "constant" in CBE is student performance; the "variables" are time and resources. (This differs from traditional systems where learners get one chance at mastery; some succeed and some fail. In such systems, time and resources are constant and student achievement is variable.) If an evaluation is criterion-referenced, successful learner performance is defined by (or *referenced* to) mastery of pre-set objectives and standards (or *criteria*): there must be a careful match (or *alignment*) between what the student should master (objectives), what is taught (curriculum), and what is tested. Objectives, curriculum, and evaluation system must all match.	Written Test and Job Sheet/Skill Test

Criterion	Discussion	CIMC component meeting criterion
4. There is an observable management system of cognitive skill practice that provides for, promotes, and documents mastery learning.	For both cognitive and psychomotor skills, a CBE program must have a system of maintaining records of which skills and activities each learner has completed, which ones are in progress, and which ones have not yet been completed. Completion means "mastery"; no skill is completed until the learner has achieved the mastery level. The record system should promote feedback on student skill attainment to *both* instructor and learners, provide for remediation as needed, and encourage reevaluation of learner performance until mastery is achieved. Appropriate remediation strategies often should consider learning styles and other individual differences among learners. Learners should work on skills and activities until they achieve mastery. They should not be "passed on" without mastery. While learners may move ahead and work on other skills (i.e those for which all prerequisite skills have been mastered or those without prerequisites), work should also continue on the skills still requiring mastery. Students should not attempt higher-order skills until all prerequisite skills are mastered.	Assignment Sheet
5. There is an observable management system of psychomotor skill practice that provides for, promotes, and documents mastery learning.		Job Sheet/Skill Test
6. Skill mastery records are maintained for each learner, and learners have access to and make use of these records to monitor their skill acquisition.	Records should clearly indicate the skills each learner has mastered. One such record should profile or list the competencies that have been mastered and those to be mastered. Other performance indicators can be added and kept in a portfolio for each learner. Learners should have ready access to their portfolios to monitor their own progress in skill mastery and competency attainment.	Competency Profile

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with accurate and effective materials. Although the CIMC strives to maintain the highest standards of development and production, oversights sometimes do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. To do this, please identify the page(s) affected and write any comments to clarify the error or suggestion. Use the spaces below. Then, simply fold (bottom of page *upward*, top *downward*), secure, and mail.

This information will be used to correct the publication before the materials are reprinted. To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error.

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24

PLACE
STAMP
HERE

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1500 W. 7TH AVE
STILLWATER OK 74074-9907

INSTRUCTOR'S GUIDE

DESCRIBING THE FAMILY AND ITS FUTURE

1

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

R Have the students read the Handout *Families are Not All the Same.*

Writing

R Have the students write a short (one paragraph to one page) discussion of what the families have in common and what makes them different.

O Discuss the different types of families and ask students the advantages and disadvantages of different types of families.

O Discuss how families are portrayed in the media.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

- R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.
- R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

Identify functions of families.

- O Lead a class discussion explaining that parents are responsible to fulfill the basic needs of food, shelter, and clothing for themselves and their children. Families are also responsible to see that the elderly members of the family receive the physical care they need.
- O Lead a class discussion on how families that don't help teach children societal and family values leave the door open for gangs or groups outside of the family to influence with their values (or lack of values).

OBJECTIVE 2

Match types of family structures to their descriptions.

- O Lead a class discussion pointing out that as families grow and change they may experience more than one of the family types discussed in this objective. A child might be born into a nuclear family, live in a single-parent family if the parents divorce, move into an extended family situation if the child and a parent live with grandparents for a period of time, which may be followed by a blended family situation if one parent remarries.
- O The extended family is usually responsible for passing on its culture to family members. Not very long ago, extended families provided even more support to their related nuclear families than they do today. Extended families teach about family heritage through holiday traditions, family celebrations, family rituals, and religious values. Ask students to name reasons why today most nuclear families do not have extended families to offer daily support to them. Ask students to share memorable experiences or rituals they have enjoyed with their extended families.

O Lead a class discussion on why extended families are important and how those relationships can be maintained into today's mobile society.

O Emphasize that there are advantages and disadvantages of each family structure. Point out that there are no perfect families and that variety in families is to be expected. Ask students to discuss what they see as the advantages and disadvantages of each type of family structure.

OBJECTIVE 3 **Discuss characteristics of families past and present.**

R Discuss characteristics of families past and present. Ask students to discuss what factors they believe affect the size of families in the past and today. Ask students to list tasks, then identify the individual(s) who performed each task in the past and who performs each today. Why would it have been more common for past generations to have more children than families today?

O Assign students to interview elderly relatives or other individuals about how they lived as children, and how families have changed over the generations. Interview questions should include a discussion on how family roles and the division of labor have changed, and what aspects of family life from the past are special strengths that should be preserved in families today. Ask students to report their findings to the class.

O Assign students to prepare reports and/or visual displays that focus on the changing roles of men and women. Students should address the effects these changes have on the family, the individuals in a family, and the roles and responsibilities of family members.

OBJECTIVE 4 **Profile families past and present. (Assignment Sheet 1)**

R See the general instructions for all Assignment Sheets.

O Offer students the option of video taping an interview with a person giving an account of families past and present. A grandparent or volunteer resident from a local nursing home are examples of resources students might use to conduct their interviews.

OBJECTIVE 5

List the effects dual-career families have on family members.

O Changing gender roles are opening doors for women and men in the world of work. Inform students that research indicates there is a direct relationship between work satisfaction and family happiness. Ask students for input on what they see or have experienced to be the side-effects of living in dual-career families. Have students identify which effects they feel are advantages and which are disadvantages.

OBJECTIVE 6

Distinguish among stages of the family life cycle.

O Lead a class discussion on the stages of the family life-cycle. Explain to students that this life cycle will vary among different families. For example, divorce and remarriage will alter this family life cycle.

OBJECTIVE 7

Develop a family life cycle chart. (Assignment Sheet 2)

R See the general instructions for all Assignment Sheets.

O Have students develop their own personal family trees.

OBJECTIVE 8

Identify at-risk families.

O Lead a class discussion on at-risk families. Ask students to bring current magazine or newspaper articles relating to at-risk families. An example would be the increasing rate of teen-age violence in our society. Discuss how each factor might put the family at-risk for limited participation in our society.

OBJECTIVE 9

Discuss the impact of changes affecting families.

R Lead a class discussion on the impact of changes affecting families. Explain that changes affect families differently, some families will grow stronger when faced with adverse changes while the changes may cause other families to break up.

O Discuss with the class how health care and insurance costs might affect a family facing an accident, injury, or illness.

O Ask students which changes have affected their own families, and in what way they were affected.

OBJECTIVE 10

Report about current issues affecting the family. (Assignment Sheet 3)

R See the general instructions for all Assignment Sheets.

☑ **NOTE:** Each instructor will need to inform his or her students on the desired length of the reports and any other specific writing practices that the students should follow to successfully complete this Assignment Sheet. Instructors may offer the option of a "video report" on a current issue as another means of completing this assignment.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

REQUIRED RESOURCES

The items marked with an asterisk are included in the Instructor's Resource Package.

Publications

- *All Families are Not the Same.* Handout.*

OPTIONAL RESOURCES

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

UNIT REFERENCES

Publications

- Abendroth, Ruth B. *Changes and Choices.* South Holland, IL: The Goodheart-Willcox Company, Inc., 1986.
- *Adult and Family Living.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1990.
- Berger, Kathleen Stassen. *The Developing Person Through the Lifespan.* New York: Worth Publishers, Inc., 1988.
- *Foundations for Living, Volume II.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1991.
- Gordon, Ann and Kathryn Williams Browne. *Beginnings and Beyond, 3rd ed.* Albany, NY: Delmar, 1993.
- Hildebrand, Verna. *Parenting and Teaching Young Children.* Peoria, IL: Glencoe, 1990.
- Leavenworth, Carol et al. *Family Living.* Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1990.
- Ryder, Verdene. *Contemporary Living*, 4th ed. South Holland, IL: The Goodheart-Willcox Company, Inc., 1987.

ASSIGNMENT SHEETS

OBJECTIVE 4

Assignment Sheet 1

Profiles will vary, but should include the following information on both families of the past and families of the present, in addition to any other specification given by the instructor.

1. What was/is the role of the extended family?
2. What family structures were/are common?
3. What career choices were/are available for families, and how did those careers affect the family?
4. How has family size changed over the years? Why?
5. Identify the different types of family support systems available.
6. What responsibilities did/do family members have to maintain the household?

OBJECTIVE 7

Assignment Sheet 2

Answers will vary, but all questions should have an answer that would accurately reflect that an effort was made to trace the life cycle of the chosen family and questions were answered based on the information available.

OBJECTIVE 10

Assignment Sheet 3

A report about current issues affecting the family should be prepared by each student using current newspapers, magazines, library resources, and/or government publications. Each student should identify five (5) current issues affecting the family, then choose one of those five issues of particular interest and report the findings. Answers will vary, but this Assignment Sheet should be graded on the appropriate application of unit and resource information. Spelling and grammar usage should also be evaluated. A list of references used to write the report should be included.

WRITTEN TEST

OBJECTIVE 1

1, 3, 5, 7

OBJECTIVE 2

1. G
2. D
3. E
4. I
5. A
6. C

OBJECTIVE 3

Answers will vary but should include discussions on the following points:

- Many men and women no longer feel they must respond to the division of labor and action on the basis of gender.
- Males and females are sharing household chores and child care responsibilities.
- Employment of both men and women inside and outside the home is a major factor affecting the current trend toward multiple role responsibilities.
- The average number of children in families had decreased over the past decade.

OBJECTIVE 4

Evaluated on Assignment Sheet 1.

OBJECTIVE 5

Answer may include any eight of the following:

- Children and parents learn the importance of each family member contributing to the family household upkeep.
- Children may become more independent.
- Couples allow for individual development of professional identities.
- Family financial pressures may be relieved and the standard of living improved.

- Children relate with the positive image their parents set and identify with the career possibilities.
- Couples have the chance to expand their lives and face new challenges.
- A partner who views his or her career as more important than the other partner's career or the demands of the family can cause stressful situations for the family.
- Child care arrangements have to be made for preschool and school-age children.
- Child care, transportation, and working wardrobe expenses sometimes cost the family almost as much as one working parent makes.
- Children may return home from school to an empty house until their parents come home from work.
- Family conflicts can arise when individuals are unable to give 100 percent of their time, energy, and thought into both their career and their family life.
- Parents who carry the major load of the household tasks and maintain a work schedule are likely to experience the stresses and strains of an overloaded schedule.

OBJECTIVE 6

1. E
2. B
3. F
4. G
5. A
6. C
7. H
8. D

OBJECTIVE 7

Evaluated on Assignment Sheet 2.

OBJECTIVE 8

1, 2, 3, 6, 8, 11, 12, 13, 14, 15, 17

OBJECTIVE 9

Answer should include the following points:

- **accident/injury/illness** – an accident, injury, or illness to a family member will affect all family members; increased financial pressures on the family, especially if member was major income producer or if adequate insurance was lacking; increased demands for care of family member
- **birth of a family member** – new family members create additional responsibilities and change the focus of family members
- **crime** – being a victim of criminal violence, domestic violence, or the incarceration of a family member as the result of a criminal offense will all affect the home and family life of each family member
- **divorce** – the breakup of a family will affect both the spouses and the children; custody or visitation rights are often contested causing stress on all family members

OBJECTIVE 10

Evaluated on Assignment Sheet 3.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) **Parenting and Child Development**

UNIT NUMBER AND TITLE **— 1 — Describing the Family and Its Future**

TOTAL NUMBER OF TEST QUESTIONS **51**

TOTAL NUMBER OF BASIC SKILL QUESTIONS **22**

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-7	X
2	1-6	X
3	1	W, U
4	Evaluated on AS 1	
5	1-8	X
6	1-8	X
7	Evaluated on AS 2	
8	1-17	U
9	1-4	W, U
10	Evaluated on AS 3	

INSTRUCTOR'S GUIDE

EXPLORING PARENTING

2

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

R Have students read about exploring parenting using textbooks, reference books, magazines, or other resources.

Writing

R Have the students write a one-page essay over the information read. Have students include a brief discussion of their opinion of the information.

GENERAL INSTRUCTIONS

Assignment Sheets

- **R** Review the directions and any specific guidelines.
- **R** Make certain that any needed materials from the Instructor's Resource Package are available.
- **R** Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.
- **R** Complete each student's Competency Profile.
- **O** Have the students volunteer to read aloud the directions and any special guidelines.
- **O** Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

- **R** Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.
- **R** Review and explain all general guidelines, safety cautions, and warnings.
- **R** Make sure that all tools, equipment, and supplies are available.
- **R** Demonstrate each of the procedures outlined in the Job Sheet.
- **R** Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.
- **R** Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.
- **R** Complete each student's Competency Profile.
- **R** Return the completed Job Sheets to the students so that they may use them for later reference if needed.
- **O** Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

- R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.
- R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

State responsibilities of parents to their children.

- O Refer students to Maslow's Hierarchy of Needs as a reference for basic human needs.
- O Distribute copies of *Am I Parent Material?* Discuss the content with the class.

☑ **NOTE:** For a listing of free pamphlets on parenting topics, send a SASE (legal-size) to: American Academy of Pediatrics, P.O. Box 927, Dept. C - Brochure Listing, Elk Grove Village, Illinois 60009-0927.

OBJECTIVE 2

Distinguish among the types of parenthood.

- O Lead a class discussion focusing on the various situations covered in the objective. Discuss the differences of each type.
- O Instruct students to "put themselves" in the various parenting roles. Ask for class discussion on how students think they would feel about or handle the various situations as adults.

OBJECTIVE 3

Name parental adjustments after the birth of a baby.

- O Ask students to discuss parental adjustments after the birth of a baby or adoption of child. How would or could these adjustments affect the marital relationship?
- O Show *Teenage Mothers: Beyond the Baby Shower* to alert students to the realities of being a teenage parent.

OBJECTIVE 4

Identify financial responsibilities parents face when raising children.

O Invite the local Cooperative Extension Service Home Economist to present the "Cost of Raising a Child" program to the class.

OBJECTIVE 5

Determine the financial cost of raising a child. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

O Supplement the assignment with *Cost of Raising a Child.*

O Allow students to work in groups and look in various catalogs and calculate an estimate on how much it costs to get prepared for a new baby.

EXAMPLES: Baby bed, layette, car seat

OBJECTIVE 6

Explain possible rewards and demands of parenting.

R Discuss the rewards and demands of parenting. Ask students to identify which, in their opinions, are rewards and which are demands.

OBJECTIVE 7

Discuss in writing basic characteristics of parent readiness.

O Lead a class discussion explaining that becoming a parent is a lifelong commitment that is best undertaken by well-prepared individuals. There are several considerations for determining the readiness of individuals and couples to become parents. Discuss each characteristic and ask for student comments.

OBJECTIVE 8

Describe medical techniques available to help couples overcome infertility.

O Review basic male and female anatomy and human reproduction. Refer students to text reading material for additional information. Familiarize students with reproduction terms and definitions they may encounter.

O Invite a health care professional or biology instructor to visit the class and review basic male and female anatomy and human reproduction.

O Invite a health care professional to visit the class and discuss medical techniques available for infertile couples.

O Lead a class discussion on multiple births. Explain that multiple births can be defined as more that one infant being born during one delivery. Multiple births result when more that one egg is released from the ovaries in one menstrual cycle, or when more than one individual develops from a single egg. Be prepared to answer questions concerning how identical and fraternal twins develop.

O For additional information, contact the American College of Obstetricians and Gynecologists, Attention: Resource Center, 409 12th Street SW, Washington, DC 20024.

OBJECTIVE 9

Distinguish among methods of contraception.

IMPORTANT: The instructor should be aware of the local school administrations position on discussing contraception and use this information only with local school board approval.

R Introduce the objective with a class discussion on the fact that babies deserve and need to be wanted. Family planning means having a baby when a couple is ready and willing to meet the needs of a child. Each couple must decide which birth control methods will best meet their lifestyles. Discuss with the class available contraceptives and their effectiveness. Be prepared to discuss options available for individuals facing unplanned pregnancies.

O Invite a county health nurse, March of Dimes representative, Crisis Pregnancy Center representative, or Planned Parenthood speaker to visit the class and show examples of contraceptive devices and discuss family planning. Ask the speaker to include information of the newest developments in contraceptive choice and products.

O Hand out and discuss *Preventing Pregnancy.*

O Hand out and discuss *Ten Ridiculous Ideas That Will Make a Mother Out of You* and *Ten Ridiculous Ideas That Will Make a Father Out of You.*

O Refer to *Adult and Family Living,* Unit H1, page 63 and text book resources for information on sexually transmitted diseases.

OBJECTIVE 10

State special challenges faced by teenage parents.

O Discuss with students the current statistics on teenage pregnancy in their county, state, and in the United States. Ask them why one area might be higher or lower than the other.

O Show *Teenage Mothers: Beyond the Baby Shower*; *Pregnant Teens: Taking Care*; *Teenage Parents: Making it Work*; and/or *It Only Takes Once* to alert students to the realities of being teenage parents. Instructors should preview the material to be certain the information is appropriate for each particular class of students and the local community.

OBJECTIVE 11

List parenting skills needed for guiding healthy child development.

O Review the stages of child development with the class. Refer students to their text books for information, or refer to *Adult and Family Living*, Unit D-V, Objective 4.

O Distinguish for the class the differences between discipline, punishment, and abuse. Refer to *Adult and Family Living*, Unit D-V, Objectives 5 and 6, or the student's text book readings for additional information.

O Lead a class discussion based on good communication skills to use with children. Refer to *Adult and Family Living*, Unit D-V, Objective 9, or to the student's text book readings for additional information.

EXAMPLES: Call the child by name; practice using eye contact when communicating; be an active listener; use "I" messages instead of "You" messages; communicate the same message with words and actions; use simple words and single concepts with young children

OBJECTIVE 12

Develop a personal and family-life goal plan. (Assignment Sheet 2)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 13

Explore personal attitudes toward and readiness for parenting. (Assignment Sheet 3)

R See the general instructions for all Assignment Sheets.

R Lead a class discussion based on the fact that each person has an idea or belief about how to parent and what constitutes parent readiness. This assignment is designed to encourage each student to think about what he or she believes is important and special about parenting. Inform the class that this assignment does not assume that everyone will choose to be a parent, but everyone is responsible for the young in our society. As they choose careers, they may work directly or indirectly with children and/or parents. By completing this assignment, students may gain insight on their personal and career choices.

R Upon student completion of this assignment, lead a class discussion overviewing student's answers. Take this opportunity to discuss how pregnancy can change one's life and reemphasize why abstaining from sex (which is 100% effective) or responsibly using effective birth control methods is important for both male and female students as they examine their readiness to become parents.

OBJECTIVE 14

Describe how characteristics are passed down from ancestors.

O Hand out and discuss the March of Dimes publication *RH Disease*.

O Contact a local March of Dimes office and invite a guest speaker to visit the class and discuss genetics.

OBJECTIVE 15

Determine possible gene combinations. (Assignment Sheet 4)

R See the general instructions for all Assignment Sheets.

O Assign textbook readings for more complete information on genetics and heredity.

O Team-teach genetics information with the school's science or biology instructor.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.

- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.

- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.

- Describe the rating scale used on the skills test.

- Reteach and retest as necessary.

- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.

- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.

- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

- Complete the appropriate sections of the Competency Profiles.

- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

Publications

- *Adult and Family Living.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1990.

- *Am I Parent Material?* Santa Cruz, CA: Network Publications, 1989.

  ☑ **NOTE:** For copies and cost information, write Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830, or call 408-429-9822.

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

- Murphy, Kay and Joseph A. Weber. *Preventing Pregnancy.* Home Economics Fact Sheet No. T-2123. Stillwater, OK: Oklahoma State University Cooperative Extension Service, 1987.

- Potter, Cheri. *Ten Ridiculous Ideas That Will Make a Mother Out of You.* New York: Planned Parenthood, 1987.

- *Rh Disease.* White Plains, NY: March of Dimes Birth Defects Foundation, n.d.

  ☑ **NOTE:** Rh Disease and numerous other publications on genetics and birth defects are available for the March of Dimes Birth Defects Foundation, 1275 Mamaroneck Avenue, White Plains, New York 10605, or call 914-428-7100. In Oklahoma City contact March of Dimes Birth Defects Foundation, 6051 North Brookline, #126, Oklahoma City, Oklahoma 73112, or call 405-848-4631. In the Tulsa area, contact the March of Dimes, 2651 East 21st Street, Suite 403, Tulsa, Oklahoma 74114, or call 918-742-0333.

- Schramm, Charlotte. *Ten Ridiculous Ideas That Will Make a Father Out of You.* New York: Planned Parenthood, 1987.

  ☑ **NOTE:** In Oklahoma contact Planned Parenthood, 619 N.W. 23rd Street, Oklahoma City, OK 73103, or call 405-525-0344 for more information. To order pamphlets from Planned Parenthood, write Marketing Department, Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, NY 10019, or call 212-541-7800.

- Travnichek, Rebecca and Dottie Goss. *Cost of Raising a Child.* Home Economics Fact Sheet No. T-4107. Stillwater, OK: Oklahoma State University Cooperative Extension Service, 1989.

  ☑ **NOTE:** Home Economics Fact Sheets and publication cost information may be obtained from the Oklahoma State University Cooperative Extension Center in each county, or may be ordered directly from Central Mailing Services, Oklahoma State University, Stillwater, Oklahoma 74078-0550, phone 405-744-5385.

Videos

- *It Only Takes Once.* Intermedia, 1600 Dester Ave. North, Seattle, WA 98109.

- *Pregnant Teens: Taking Care.* Perennial Education, Inc., 930 Pitner Avenue, Evanston, IL 60202, phone 800-323-9084.

- *Teenage Mothers: Beyond the Baby Shower.* Perennial Education, Inc., 930 Pitner Avenue, Evanston, IL 60202, phone 800-323-9084.
- *Teenage Parents: Making it Work.* University of Wisconsin - Madison, 964 Educational Sciences Building, Madison, WI 53706, phone (608) 263-2929.

Community Resources

- Crisis Pregnancy Center, 10806 North May, Oklahoma City, OK, phone (405) 755-5433.
- Crisis Pregnancy Center, 9936 East 21st Street, Tulsa, OK 74129, phone (918) 622-3325.

☑ **NOTE:** Crisis Pregnancy Centers will provide publications and speakers.

UNIT REFERENCES

Publications

- *Adult and Family Living.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1990.
- Berger, Kathleen Stassen. *The Developing Person.* New York: Worth Publishers, Inc., 1980.
- Berger, Kathleen Stassen. *The Developing Person Through the Lifespan.* New York: Worth Publishers, Inc., 1988.
- *Birth Control Options.* Wyeth-Ayerst Laboratories. Yardley, PA: The Medicine Group, U.S.A., 1991.
- George-Warren, Holly. "New Parents' Guide to Birth Control." *American Baby.* Newton, MA: The Cashners Publishing Company, July 1993, pp. 36, 38, 47, 78.
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- *Norplant System: Levonorgestrel Implants.* Philadelphia, PA: Wyeth-Ayerst Laboratories, 1991.

- Parnell, Frances Baynor. *Skills for Everyday Living.* South Holland, IL: The Goodheart-Willcox, Company, Inc., 1988.

- Ryder, Verdene. *Contemporary Living,* 4th ed. South Holland, IL: The Goodheart-Willcox, Company, Inc., 1987.

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- *The Facts: What You Need to Know About Contraceptives to Make the Right Choice.* The American Academy of Family Physicians/The American College of Obstetricians and Gynecologists, 1988.

ASSIGNMENT SHEETS

OBJECTIVE 5

Assignment Sheet 1

Students answers will vary.

OBJECTIVE 12

Assignment Sheet 2

Answers will vary, but all questions should have a response and should indicate an understanding and application of the unit information.

OBJECTIVE 13

Assignment Sheet 3

Answers will vary, but all questions should have a response and should indicate an understanding and application of the unit information. Spelling and grammar should also be evaluated.

OBJECTIVE 15

Assignment Sheet 4

Part 1

1.

BB	BB
BB	BB

2. 4

3. 4

Part 2

1.

Bg	gg
Bg	gg

2. A. 50%
   B. 50%
   C. 0%

3. 4

WRITTEN TEST

OBJECTIVE 1

Answer should include the following:

- Ensure children's rights
- Prepare children for adulthood
- Promote intellectual development
- Promote emotional development
- Provide health care
- Provide opportunities for social development
- Provide for feelings of security
- Provide educational opportunities
- Provide physical care
- Provide financial support
- Teach family heritage and culture

OBJECTIVE 2

1. C
2. F
3. A
4. G
5. E
6. J
7. I

OBJECTIVE 3

Answer should include the following:

- Adjusting to less private and quiet time
- Adjusting to financial demands and readjustments
- Adjusting sleeping and eating habits around the schedule of the baby
- Adjusting job schedules around the needs of the baby
- Less time available for friendships
- Learning how to relate to each other as parents
- Readjusting management of household tasks
- Siblings learning to share parents and adjusting to their new roles as brothers and/or sisters

OBJECTIVE 4

2, 3, 4, 5, 6, 8, 11

OBJECTIVE 5

Evaluated on Assignment Sheet 1.

OBJECTIVE 6

Answers will vary but should include specific points and examples.

OBJECTIVE 7

Answers will vary but should include the following basic information:

- **Emotional** – Both individuals in the relationship need to honestly want a baby and be emotionally prepared for the commitment to parenthood. Parenthood comes with stresses and demands that require emotional maturity.

- **Financial** – Having a child is and expensive commitment to make. Besides the obvious direct costs of doctors, hospitals, and infant-care items, there is the indirect cost of potential income lost is a parent leaves his or her job to raise the child.

- **Intellectual** – Having child development knowledge will help prepare parents to have realistic expectations of their child during the various stages of development. Parents should also be intellectually aware of the responsibilities and commitments of parenting.

- **Physical** – While puberty marks the stage of development when the body can physically produce offspring, it is most desirable for the female to be between 20 and 35 years of age. This is the age span that is most likely to ensure a successful pregnancy and healthy child.

- **Social** – Children change the lifestyle of couples as they move into their new roles as parents. Parents' needs become second to the needs of a baby. Peer and social activities may be limited by the schedule of the new family member.

OBJECTIVE 8

Answer should include the following:

- Artificial insemination is an option for conception where sperm is medically injected into the woman's uterus or fallopian tubes.

- Counseling or reduction of stress is sometimes all that is needed for the couple to be able to conceive

- Fertility drugs are powerful synthetic compounds used to trigger activity of the ovaries to release eggs and increase the chances for conception.

- In vitro fertilization allows an egg from a woman and the sperm of a man to meet, and the egg is fertilized in a laboratory. The fertilized egg is then implanted into the uterus. These babies are sometimes referred to as "test-tube" babies.

OBJECTIVE 9

1. N
2. F
3. G
4. A
5. J
6. C
7. K
8. D
9. H
10. L

OBJECTIVE 10

Answer should include the following:

- Increased health risks for both mother and child
- Increased risk of having a low birth-weight and/or premature baby
- Lack of income and dependence on financial assistance
- Loss of friends, dates, and social activities
- Loss of educational opportunities
- Prenatal care often delayed
- Social criticism

OBJECTIVE 11

Answer should include the following:

- Communication
- Discipline techniques
- Intellectual and physical endurance
- Knowledge of and realistic expectations for the various stages of child development
- Listening skills
- Nurturance
- Responsibility
- Teaching

OBJECTIVE 12

Evaluated on Assignment Sheet 2.

OBJECTIVE 13

Evaluated on Assignment Sheet 3.

OBJECTIVE 14

Answers will vary but should include the following basic information:

- Because of family heritage, people have unique characteristics that make them "who they are." Some inherited characteristics are visible, some are invisible. Traits like bone structure, hair texture, height, musical ability, and certain diseases can all be traced to heritage.

- Genes carry all the characteristics that are passed from the parents and their ancestors to their offspring. At conception, a new, one-celled organism is formed. The heritage the new cell will receive is passed down to each generation through genes.

- A string of hundreds of genes make a chromosome. When a man and woman conceive, both pass on half of the chromosomes the offspring will have.

- A normal, healthy body cell has 46 chromosomes, or 23 pairs of chromosomes. The woman's egg contains 23 chromosomes, and the man's sperm contains 23 chromosomes.

- The interaction between the genes from the female and male is not always fifty-fifty; some genes are dominate and some genes are recessive. Sometimes one gene is more powerful. This gene is known as a dominate gene and often results in noticeable effects or characteristics. Recessive genes can go unnoticed if they are paired with a dominate gene. If recessive genes pair up, the result will be noticeable characteristics. Hundreds of physical characteristics follow the dominate-recessive pattern.

OBJECTIVE 15 **Evaluated on Assignment Sheet 4.**

56

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) **Parenting and Child Development**

UNIT NUMBER AND TITLE **— 2 — Exploring Parenting**

TOTAL NUMBER OF TEST QUESTIONS **74**

TOTAL NUMBER OF BASIC SKILL QUESTIONS **22**

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-11	X
2	1-7	X
3	1-8	X
4	1-11	X
5	Evaluated on AS 1	
6	1-2	W, T
7	1-5	W, U
8	1-4	W, S
9	1-10	S
10	1-7	X
11	1-8	X
12	Evaluated on AS 2	
13	Evaluated on AS 3	
14	1	W, S
15	Evaluated on AS 4	

INSTRUCTOR'S GUIDE

DESCRIBING PREGNANCY, PRENATAL CARE, AND CHILDBIRTH

3

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

R Have students read the Handout *Before the Baby Arrives*.

Writing

R Have students write a short (one paragraph) discussion of the positive steps the individuals took to prepare for their new baby.

O Discuss local and community resources that help parents-to-be. An example would be pregnancy fitness classes offered through hospitals or fitness centers.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

Select from a list early possible signs of pregnancy.

O If there are male students in the class, instructors may want to address their needs, questions, and concerns before beginning this unit.

O Lead a class discussion explaining that changes in a woman's body during pregnancy are to be expected. The early months of pregnancy are extremely critical to the health of the developing fetus. Therefore, if a woman is considering becoming pregnant or even thinks she might be pregnant, it is vital that she begin taking precautions that can influence healthy prenatal development.

O Discuss the importance of having a pregnancy test as soon as pregnancy is suspected. Explain that while there are many home pregnancy test kits on the market, they should **never** be used as a replacement for early medical attention. Pregnancy should **always** be verified by a physician.

O Hand out and discuss *Pregnancy: The Months Before Birth.*

OBJECTIVE 2

List normal body changes and discomforts during pregnancy.

O Expand on the information presented in the objective. Discuss with the class why normal body changes and discomforts are to be expected.

O Ask each student to give a brief oral report to the class on one normal body change and why it occurs or is to be expected during pregnancy.

O Prepare a bulletin board identifying the normal body changes and discomforts during pregnancy.

OBJECTIVE 3

Identify danger signals that might indicate a complication during pregnancy.

- Express to students that when a pregnant woman experiences any of the symptoms identified in this objective, she should contact her practitioner. She should also mention any other unusual symptoms she may be experiencing, no matter how remote they might seem from the problem in question. When in doubt about a medical situation, a pregnant woman should always contact her physician to ask questions and to take the best care of herself and her unborn child.
- Lead a class discussion reviewing normal changes and discomforts during pregnancy and danger signals during pregnancy. Ask for class input on how to identify the difference.

OBJECTIVE 4

Describe the stages of prenatal development.

- Explain to students the teratogens are substances that are potentially harmful to the fetus. If the fetus is genetically susceptible to the teratogen, at what point of gestation the fetus was exposed, and how much exposure was there all influence how the baby will be affected. All known and possible teratogens should be avoided by pregnant women to protect the safety and well-being of the developing fetus.
- Have each student research a teratogen and find out how strong of a teratogen it is, what is the critical time for exposure to it, and what are the potential health hazards to the fetus. Ask students to report their findings to the class.
- Explain to students that prenatal development begins at conception, when the sperm and ovum meet in the fallopian tube. This event marks the beginning of pregnancy.
- Refer to textbook information to review the female anatomy for student clarification.
- Share *Life Before Birth* with the class.

OBJECTIVE 5

Answer questions about healthy prenatal development.

- O Lead a class discussion on positive health decisions and prenatal health hazards.

- O Discuss the use of prenatal vitamins with the class. Most doctors recommend prenatal multivitamin supplements to be certain women get all the vitamins needed to stay healthy during pregnancy. Folic acid is especially important for pregnant women, and a diet that does not include enough folic acid increases the risks of certain birth defects. However, it is important for woman to know that taking more than the recommended dose of certain vitamins can be harmful to the developing fetus. Therefore, it is important to follow a doctor's advice on how much of a vitamin or mineral to take. Stress the fact that no pill, no matter how complete, replaces a good diet.

- O Emphasize to students that pregnancy is **not** a time to diet. Women who do not consume a sufficient number of calories during pregnancy can seriously hamper the development of their babies.

- O Lead a class discussion on nutrition and recommended food group servings during pregnancy. Refer students to their text reading materials or supplemental materials to emphasize the special needs for nutrition and good health that pregnancy requires.

- O Explain to students that the unborn child is entirely dependent upon the health and habits of the mother. Environmental exposures during the postnatal period are also a health concern, since some substances can be transferred from the mother to the infant through her breast milk.

- O Explain to students that test are available for diseases which the mother may be unaware of, but can cause mental retardation, deafness, or blindness in the newborn. Ask students to research which diseases might affect an unborn child, and have them report their findings to the class.

- O Lead a class discussion on the current information about caffeine consumption, exposure to household cleaning products, prolonged exposed to high temperatures (such as saunas or hot tubs), and radiation exposure during pregnancy.

O Discuss with the class what decisions male students can make to influence healthy prenatal development.

EXAMPLES: Do not use drugs, do not smoke, do not expose the mother to second-hand smoke, encourage mother to make healthy choices and decisions

O Hand out and discuss *Babies Don't Thrive in Smoke Filled Wombs.*

OBJECTIVE 6

Distinguish among available prenatal tests.

O Lead a class discussion explaining that there are many tests which are routinely done to determine how well a pregnancy is progressing. Blood tests can reveal the general health of the mother and whether the mother has been exposed to disease that might affect the health of the fetus. If a pregnant woman is in a high risk group or if a birth defect is suspected, special prenatal tests can sometimes tell for certain if the health of the fetus is in danger. Tests listed in this objective are only some of the useful tests physicians may perform.

O Discuss Rh incompatibility with the class. Explain that all pregnant women who seek medical care are tested by a simple blood test for the Rh factor early in pregnancy. If the mother is Rh negative and the father is Rh positive, she is a candidate for Rh incompatibility. Provide the class with additional information to further explain the hazards of this condition and explain intervention techniques available for these couples. *Protection for the Rh Negative Woman: A Discussion about the Rh Factor and RhoGAM* is one of many publications available on the subject.

O Discuss with the class various other prenatal tests a pregnant woman might expect during routine prenatal care from her physician.

OBJECTIVE 7

Plan a balanced diet for a pregnant woman. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

☑ **NOTE:** Provide students with supplemental information on nutrition and pregnancy. Contact a local dietician, obstetrician, state health department representative, or the March of Dimes for supplements.

O Contact a physician or a Registered Dietitian for a pregnancy food chart, recommended servings, and additional nutrition information during pregnancy.

OBJECTIVE 8

Investigate factors influencing healthy prenatal development. (Assignment Sheet 2)

R See the general instructions for all Assignment Sheets.

R Refer students to textbooks and supplemental materials available from the library, the state health department, or other local resources to complete the Assignment Sheet.

O Ask students to give brief oral reports on their findings to the class.

OBJECTIVE 9

Name signs of approaching labor.

O Discuss with the class how a woman knows when it is time for her to deliver her baby.

O Instructors should look up information on Braxton Hicks contractions and share the information with the class. Be prepared to lead a class discussion on these "practice contractions" and explain how they differ from true labor contractions.

OBJECTIVE 10

Arrange in order the stages of labor and delivery.

O Explain to students that the placenta that is delivered in the third stage of labor and delivery transmits nutrients, oxygen, and antibodies from the mother to the baby and wastes from the baby to the mother. An umbilical cord serves as the connecting link between the placenta and unborn child.

O Show *Everyday Miracle: Birth*, *The Miracle of Life*, and/or *A Baby is Born* for visual childbirth information. Teachers should preview the material to be certain the information presented is appropriate for each particular class of students.

☑ **NOTE:** Instructors should receive permission from their school administration before showing this video.

OBJECTIVE 11

List methods of childbirth.

O Explain to students that sometimes the fetus will be presented buttocks first, thus leading to the expression "breech birth."

O Be prepared to discuss the midwife option for delivery.

O Discuss when and how a woman and her physician might determine the most appropriate delivery option for particular situations.

EXAMPLE: When might a cesarean be the best delivery option?

O Invite a health care professional to visit the class to elaborate on delivery methods, as well as the various types of pain-relieving options available.

O Hand out and discuss *Pain Relief During Labor and Delivery.*

O Show *Having Your Baby: Cesarean Birth* for more information on the C-section delivery process.

O Have the class tour a local hospital labor and delivery room.

O Invite a representative from a local Lamaze or prepared childbirth class to present information on prepared childbirth.

OBJECTIVE 12

Analyze situations involving pregnancy, prenatal care, and childbirth. (Assignment Sheet 3)

R See the general instructions for all Assignment Sheets.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.

- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

REQUIRED RESOURCES

The items marked with an asterisk are included in the Instructor's Resource Package.

Publications

- *Before the Baby Arrives.* Handout.*

OPTIONAL RESOURCES

Publications

- *Babies Don't Thrive in Smoke Filled Wombs.* New York: March of Dimes Foundations, 1986.

  ☑ **NOTE:** For information on obtaining this and other informative publication, contact the local chapter of the March of Dimes.

- Fulton, Arlene. *Pregnancy: The Months Before Birth.* Home Economics Fact Sheet No. T-2361. Stillwater, OK: Oklahoma State University Cooperative Extension Service, 1986.

- *Life Before Birth*, Time-Life, Educational Reprint 27, 1980.

  ☑ **NOTE:** *Life Before Birth* is available from the Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074-4364. In Oklahoma call 800-522-5810, out-of-state teachers call 800-654-4502.

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

- *Protection for the Rh Negative Woman: A Discussion about the Rh Factor and RhoGAM.* Raritan, NJ: Ortho Diagnostic Systems, Inc., 1985.

  ☑ **NOTE:** This publication is available from Ortho Diagnostic Systems, Inc., Raritan, NJ 08869.

- *Pain Relief During Labor and Delivery.* Washington, D.C.: The American College of Obstetricians and Gynecologists, 1991.

  ☑ **NOTE:** This publication can be obtained from The American College of Obstetricians and Gynecologists, 409 12th Street, S.W., Washington, D.C. 20024-2188, phone 202-638-5577.

Videos

☑ **NOTE:** Instructors should receive permission from their school administration before showing these videos.

- *A Baby is Born.* Perennial Education, Inc., 930 Pitner Avenue, Evanston IL 60202, phone 800-323-9084.
- *Everyday Miracle: Birth.* Films, Inc., 5547 North Ravenswood, Chicago, IL 60640-1199, phone 312-878-2600.
- *Having Your Baby: Cesarean Birth.* Medcom/Trainex, P.O. Box 3225, Garden Grove, CA 92642, or by calling 800-472-2479.
- *The Miracle of Life.* ETR Associates, Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830, or call 800-321-4407.

UNIT REFERENCES

Publications

- *Adult and Family Living.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1990.
- *Amniocentesis: For Prenatal Diagnosis of Genetic Disorders.* Washington, D.C.: The American College of Obstetricians and Gynecologists, 1986.
- Berger, Kathleen S. *The Developing Person Through the Life Span, 2nd ed.* New York: Worth Publishers, Inc., 1988.
- Eisenberg, Arlene, Heidi E. Murkoff, and Sandee E. Hathaway. *What to Expect When You're Expecting, 2nd ed.* New York: Workman Publishing, 1991.

- *First Trimester Prenatal Diagnosis: Information on Chorion Villus Sampling*. Houston, TX: Baylor College of Medicine, 1990.
- *Positive Health Decisions*. USA: Berlex Laboratories, 1992.
- Ryder, Verdene. *Parents and Their Children*. South Holland, IL: The Goodheart-Willcox Company, Inc., 1987.
- Ryder, Verdene. *Contemporary Living, 4th ed.* South Holland, IL: The Goodheart-Willcox Company, Inc., 1987.
- Spence, Annette. "Taking the Mystery out of Prenatal Tests." *American Baby*. Newton, MA: The Cahners Publishing Company, September 1993, pp. 54, 56-58, 60, 83.
- van der Meer, Antonia. "Aches & Pains & Common Complaints: Reasons and Remedies for the Discomforts of Pregnancy," pp 31-35. *Expecting*, Fall 1993.
- Verrilli, George E. and Anne Marie Mueser. *While Waiting: A Prenatal Guidebook*. New York: St. Martin's Press, 1989.

ASSIGNMENT SHEETS

OBJECTIVE 7

Assignment Sheet 1

Menus will vary, but all should include the following:

- Food sources
- Serving sizes
- Total number of servings of each food

  ☑ **NOTE:** Pregnant women should consume at least four servings from milk and dairy products, two servings of meat and/or meat alternatives, four or more servings of fruits and vegetables, and four or more breads and cereals daily. Included in the diet should be six to eight glasses of water or juices.

- Information on what the various nutrients do for the mother and baby
- From which food groups the nutrients come

OBJECTIVE 8

Assignment Sheet 2

Answers will vary, but all summaries should include:

- One positive health decision and expectant mother or father can make
- One health hazard to the expectant mother or unborn child
- The health effects on the fetus
- The health effects on the mother

- Additional specific information related to each topic
- The correct use of grammar, spelling, and punctuation
- Two listed references for each topic

OBJECTIVE 12

Assignment Sheet 3

1. Correct. Persistent vomiting is a danger signal that might indicate a complication during pregnancy and the women should contact her doctor immediately.
2. Incorrect. A missed menstrual period is an early possible sign of pregnancy and a reliable pregnancy test and exam by a doctor should be obtained to provide an accurate diagnosis.
3. Correct. One of the signs of approaching labor is for the amniotic sac or "water" to break, followed by a flow of liquid from the vagina.

WRITTEN TEST

OBJECTIVE 1

1, 5, 7, 8, 9, 10

OBJECTIVE 2

Answer should include any fifteen of the following in any order:

- Backaches
- Bleeding gums
- Constipation
- Frequent urination
- Gas in the stomach or intestines (flatulence)
- Heartburn
- Hemorrhoids
- Increased vaginal secretions
- Leg cramps

- Nausea or morning sickness
- Nosebleeds
- Shortness of breath
- Skin changes
- Swollen feet and ankles
- Tender breasts
- Uncontrollable bladder leakage (stress incontinence)
- Varicose veins
- Weight gain of 25-35 pounds

OBJECTIVE 3 1, 5, 6, 7, 8, 9, 14, 17, 18, 19, 20, 22, 23, 24, 25

OBJECTIVE 4 Descriptions will vary, but should include the following information:

- The period of the ovum
    - The first stage of development begins with conception and extends through the second week of life.
    - The cell which is formed by the united sperm and ripe ovum (egg) contains the potential for everything the baby will become, although it is no larger than the dot at the of this sentence.
    - During this period the zygote reaches the uterus, attaches itself to the uterine lining, and begins to grow.
- The period of the embryo
    - The second stage of prenatal development extends from the end of the second week to the end of the second month.

  - During this six-week period the embryo grows rapidly to a length of about one inch. The baby's central nervous system, heart, and lungs start to develop, and the heart begins to beat.

  - The embryo is surrounded by amniotic fluid that cushions and protects the developing embryo.

- The period of the fetus

  - The third and last stage of prenatal development extends from the end of the second month to birth.

  - The arms, hands, fingers, feet, and toes are fully formed by the third month. The external sex organs are apparent by this time.

  - By the end of the fourth month, the baby already has eyebrows and lashes and may suck his or her thumb.

  - By the fifth month, most mothers can feel the baby move for the first time.

  - At the end of the sixth month, the baby may weigh as much as 2 pounds, and his or her skin is covered with a heavy protective coating called vernix.

  - During the seventh and eighth months, the baby is getting longer and fatter, and continues to grow and exercise. If born at the end of the eighth month, a baby's chances for survival are good.

  - By the end of the ninth month, at approximately 40 weeks after conception, the full-term baby will weigh about 7-1/2 pounds and be about 20 inches long. The baby will drop into the pelvis and the head engage in the birth position, ready to be born.

OBJECTIVE 5

1. As soon as pregnancy is suspected and throughout the pregnancy

2. Diseases or infections

3. Drinking alcohol, smoking, inhaling cigarette smoke, using unnecessary drugs, anything that raises the body temperature over 102° F and keeps it there for a period of time

4. Elective x-rays

OBJECTIVE 6

1. B
2. F
3. G
4. G
5. A
6. A
7. F
8. F
9. B
10. G

OBJECTIVE 7

Evaluated on Assignment Sheet 1.

OBJECTIVE 8

Evaluated on Assignment Sheet 2.

OBJECTIVE 9

Answers should include all three of the following:

- Amniotic sac or "water" breaks and is followed by a flow of liquid from the vagina
- Contractions, or repeated cramps in the uterus and/or back, gradually becoming stronger and coming at shorter intervals
- "Show" appears, which is a small discharge of blood-tinged mucus from the vagina

OBJECTIVE 10

Answers should be given in the following order:

1. Dilation stage, when the uterine muscles begin to contract, exerting pressure necessary to dilate the cervix; occurs in three phases: early, active, and transitional; averages twelve hours for first-time mothers
2. Expulsion stage, when the mother actually "pushes" the baby out of her body; lasts from twenty minutes to one hour
3. Afterbirth stage, when the placenta is delivered

OBJECTIVE 11

Answers should include the following in any order:

- Cesarean
- Vaginal delivery with no or very little medication given to the mother
- Vaginal delivery where the mother is given local or general anesthetics to reduce the discomfort of delivery

OBJECTIVE 12

Evaluated on Assignment Sheet 3.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) **Parenting and Child Development**

UNIT NUMBER AND TITLE **— 3 — Describing Pregnancy, Prenatal Care, and Childbirth**

TOTAL NUMBER OF TEST QUESTIONS **87**

TOTAL NUMBER OF BASIC SKILL QUESTIONS **87**

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-12	S
2	1-15	S
3	1-27	S
4	1-3	W, S
5	1-11	S
6	1-10	S
7	Evaluated on AS 1	
8	Evaluated on AS 2	
9	1-3	S
10	1-3	S
11	1-3	S
12	Evaluated on AS 3	

INSTRUCTOR'S GUIDE

APPLYING CHILD DEVELOPMENT CONCEPTS 4

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

R Have the students read about child development concepts.

Writing

R Have the students write a one-page essay over the information read. Have students include a discussion of their opinion.

GENERAL INSTRUCTIONS

Assignment Sheets

- R Review the directions and any specific guidelines.
- R Make certain that any needed materials from the Instructor's Resource Package are available.
- R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.
- R Complete each student's Competency Profile.
- O Have the students volunteer to read aloud the directions and any special guidelines.
- O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

- R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.
- R Review and explain all general guidelines, safety cautions, and warnings.
- R Make sure that all tools, equipment, and supplies are available.
- R Demonstrate each of the procedures outlined in the Job Sheet.
- R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.
- R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.
- R Complete each student's Competency Profile.
- R Return the completed Job Sheets to the students so that they may use them for later reference if needed.
- O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

List the basic needs of children.

O Discuss with the class how infants and children are dependent upon adults to maintain healthy development and life. By understanding their needs, one can be better able to provide the care and stimulation needed for continual growth, development, and fulfillment of potential.

O Discuss how love is one of the strongest forces affecting every person's life. Ask students to brainstorm ways in which parents show love.

O Reinforce the fact that infants will not be spoiled by having their needs met when they cry. Having needs met is how babies learn to trust the world and form attachments to those who care for them.

O Explain how Maslow's hierarchy of human needs theory relates to the care of children.

O Invite a pediatrician or pediatric nurse to speak to the class on the importance of regular well-baby exams, what to expect during these visits, and what immunizations children should receive. Prepare students to ask questions concerning immunization schedules and why they are so important. For additional information, obtain a copy of the American Academy of Pediatrics immunization guidelines.

O Lead a class discussion based on the point that parents must be mature enough to meet the needs of their children before their own. Ask students for examples of when this maturity is exhibited, and when it is not.

EXAMPLES: Maturity is exhibited when parents adjust their schedules to meet the needs of their baby or child. Immaturity is exhibited when parents with limited financial resources buy non-essential items for themselves, then do not have the money to buy things their children need.

OBJECTIVE 2

Match major theorists in child development to their theories.

O Lead a class discussion explaining that one of the most useful tools parents can have in developing relationships with their children is the knowledge of child development. Experts in the field of child development have developed various theories to explain children's behaviors. While each theory emphasizes different factors, each contributes to an understanding of the influences of childhood and gives added insight.

☑ **NOTE:** The material presented in this objective is a very brief synopsis of three theories. For students to have a better understanding of these and other theories, additional reading and resources will be required.

O Identify other theorists not covered in this objective, but ones students may want to report on when completing Assignment Sheet 1. Ask the school librarian to obtain materials on these theorists prior to making the assignment.

EXAMPLES: Arnold Gesell, B. F. Skinner, Abraham Maslow, Lawrence Kohlberg, Maria Montessori, Robert Havighurst, Alfred Binet, John Bowlby, Carol Gilligan, Rheta DeVries, Sidney Bijou, and Donald Baer

O Discuss with the class how learning about children can teach a person about him/herself.

OBJECTIVE 3

Report on major theorists in child development. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

O Review oral presentation skills.

O Review skills needed to use the library effectively. Ask students to identify possible resources for Assignment Sheet 1 which may be obtained from a library.

OBJECTIVE 4

Define the developmental stages from infancy to school-age.

- Ask students to think about why it is important for parents and caregivers to understand the characteristic behaviors for the various ages and stages of development. Explain how, by having an understanding of a child's developmental capabilities, one can better judge a child's capabilities. Ask students what the results may be if a parent has unrealistic expectations of a child's developmental capabilities.

- Obtain a copy of *All I Really Need To Know I Learned In Kindergarten* by Robert Fulghum. Read the poem to the class. Discuss the school-age child, and ask for class discussion on how students remember their own kindergarten and first grade experiences.

OBJECTIVE 5

Distinguish among emotional, intellectual, physical, and social development.

- Lead a class discussion on the emotional, intellectual, physical, and social development that occurs at each developmental stage.

- Ask students to observe children in the various developmental stages and report how they differ in their emotional, intellectual, physical, and social development.

- Lead a class discussion on ways in which parents can help infants and young children develop in each of the areas covered in this objective.

OBJECTIVE 6

Answer questions about the importance of play in child development.

- Give examples of the three different types of play that are well-suited for motor skill development.

EXAMPLES: **Sensorimotor** – At mealtime, feeling the various textures as foods are mixed together by hand

Mastery – Walking on fences, jumping sidewalk cracks

Active (roughhousing) – Non-serious wrestling on the floor, tickling

O Ask students to give examples of each of the four ways play benefits children.

- What toys or activities use the large muscles?
- What are some educational toys on the market?
- What activities might facilitate social and emotional development?

O Discuss with the class different playthings and toy guidelines for children of various ages. Ask students to brainstorm and develop a list of creative, simple, *cost-free* toy ideas and/or get a list from a local childcare center or kindergarten teacher.

EXAMPLE: Build a house out of an empty appliance box, give children pots and pans to use as musical instruments, make play dough

O Ask students to share their ideas on what children learn from playing alone, versus what they learn when playing with others.

OBJECTIVE 7

Discuss the roles of heredity and environment in child development.

O Explain to students that the rate of development is affected by heredity factors and factors in the environment such as nutrition, illness, and activity. Have students write descriptions of how a hypothetical baby's first year of life might be affected by heredity and how it might be affected by the environment. The baby's development might be affected in positive or negative ways. Discuss the students' descriptions with the class.

O Have students think of examples of *traits* they probably inherited and *skills* that are products of their environments. Ask students to share their identified traits with the class.

O Research the subject of multi-generational family *genograms* and explain what they are and how they are used. Share the information with the class.

OBJECTIVE 8

Discuss the impact of technology on children.

R Lead a class discussion on the impact of technology on children. Refer to *Impact of Technology* on the Family for additional information.

O Ask students to brainstorm technological advances that affect child development. Create a list of their ideas to assist in completion of Assignment Sheet 2.

OBJECTIVE 9

Evaluate the impact of technology on children. (Assignment Sheet 2)

R See the general instructions for all Assignment Sheets.

O Review skills needed to use the library effectively. Ask students to identify possible resources for Assignment Sheet 2 which may be obtained from a library.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.

- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

REQUIRED RESOURCES

The items marked with an asterisk are included in the Instructor's Resource Package.

Publications

- Resource books or magazines on child development concepts.

OPTIONAL RESOURCES

Publications

- Fulghum, Robert. *All I Really Need To Know I Learned In Kindergarten.* New York: Villard Books, 1990.
- *Impact of Technology on the Family.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, Inc., 1992.
- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

UNIT REFERENCES

Publications

- *Adult and Family Living.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1990.
- Berger, Kathleen Stassen. *The Developing Person Through the Life Span.* New York: Worth Publishers, Inc., 1988.
- Brisbane, Holly E. *The Developing Child*, 5th ed. Peoria, IL: Glencoe, 1990.
- Decker, Celia Ann. *Children: The Early Years.* South Holland, IL: Goodheart-Willcox, 1990.
- Eisenberg, Arlene, Heidi Murkoff, and Sandee Hathaway. *What to Expect the First Year.* New York: Workman Publishing, 1989.
- *Foundations for Living, Volume II.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1991.

- Friedman, Mel and Ellen Weiss. "America's Vaccine Crisis." *Parent's Magazine.* December, 1993, pp. 39, 40, 43.
- Gordon, Ann and Kathryn Williams Browne. *Beginnings and Beyond*, 3rd ed. Albany, NY: Delmar Publishing Inc., 1993.
- *Growth and Development Through the Life Span.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1992.
- Ryder, Verdene. *Parents and Their Children.* South Holland, IL: Goodheart-Willcox Company, Inc., 1990.
- Westlake, Helen Gum and Donald G. Westlake. *Child Development and Parenting.* Saint Paul, MN: EMC Publishing, 1990.

ASSIGNMENT SHEETS

OBJECTIVE 3

Assignment Sheet 1

See the criteria listed on the Assignment Sheet.

OBJECTIVE 9

Assignment Sheet 2

Evaluated to the instructor's evaluation criteria.

WRITTEN TEST

OBJECTIVE 1

Answer should include the following in any order:

- Clothing
- Exercise
- Food
- Hygiene
- Love
- Medical care
- Safety
- Sensory exploration
- Shelter
- Sleep

OBJECTIVE 2

1. A
2. B
3. B
4. B
5. C
6. A
7. C
8. A
9. B
10. C

OBJECTIVE 3

Evaluated on Assignment Sheet 1.

OBJECTIVE 4

Answers will vary, but should include the following basic information:

- **Infant** – This is the first stage of development. It begins when the child is born and lasts approximately one year. Infants are dependent on adults for their care and needs.
- **Toddler** – A toddler is a 1- to 2-year-old child. The child has learned to walk with short, unsteady steps. The toddler still needs the security of having parents close by, but wants to accomplish goals independently. It is a stage characterized by *curiosity* and *assertiveness.*
- **Preschool** – This stage is considered the period of time when the child is between three and five years of age. Children rapidly develop motor, intellectual, and social skills during this stage. Language skills are expanding, and children are interested in doing things for themselves and others. Support and time from caring adults are needed as children learn, grow, and deal with their changing world.
- **School-age** – This stage is considered the period of 6- to 12-year-old children. In the beginning, children will still have many of the same babyish characteristics of the toddler or preschooler but begin adjusting to the social world outside the home. Emotions gradually stabilize as the child matures and adjusts to this stage of development.

OBJECTIVE 5

1. A
2. B
3. D
4. C

OBJECTIVE 6

1. By the development of large muscle groups like the arms and legs.
2. Sensorimotor play, mastery play, active play (roughhousing)
3. By means of books, songs, toys, and even sorting through boxes of buttons or building with empty boxes
4. Play can help children find ways to work through life's problems and challenges
5. They learn about sharing, cooperation, taking turns, and the social world around them

OBJECTIVE 7

1. The many characteristics that a person physically inherits at conception from past generations of family members.
2. Any three of the following: body build, skin color, hair texture and color, eye shape and color, the size and shape of ears, hands, and feet, and blood type
3. The people, places and things that influence a person after conception
4. The heredity (nature) versus environment (nurture) controversy – whether individual traits and characteristics are influenced more by inborn factors or by personal experience.

OBJECTIVE 8

1. By making learning fun and easy, and by exposing children to information
2. Discovery-oriented experiences
3. Can lead to being overweight and/or having a decreased physical condition
4. Can influence children to be more aggressive
5. A better use of a child's time could be time spent in active play. Results could be enhanced creativity, verbal and social skills, and independence.

OBJECTIVE 9

Evaluated on Assignment Sheet 2.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) **Parenting and Child Development**

UNIT NUMBER AND TITLE **— 4 — Applying Child Development Concepts**

TOTAL NUMBER OF TEST QUESTIONS **37**

TOTAL NUMBER OF BASIC SKILL QUESTIONS **13**

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-10	X
2	1-10	X
3	Evaluated on AS 1	
4	1-4	W, S
5	1-4	X
6	1-5	W, S
7	1-4	W, S
8		
9	Evaluated on AS 2	

INSTRUCTOR'S GUIDE

CARING FOR INFANTS AND TODDLERS

5

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

R Have the students read about caring for infants and toddlers using textbooks, references books, magazines, or other resources.

Writing

R Have the students write a one-page essay over the information read.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

Select from a list interactive abilities of infants.

O Lead a class discussion based on the objective information. Refer students to textbook readings for information on newborn reflexes. Discuss their findings.

O Show the video *Infancy: The Beginning.*

OBJECTIVE 2

List caregiver guidelines for responding to an infant.

O Discuss with the class the importance of talking to and with infants. "Motherese" is a term used to describe a form of "baby talk" that facilitates early language learning. Motherese is distinct in that it is higher in pitch, has more low-to-high fluctuations, uses simple vocabulary, and short sentences. It also employs more questions and more repetition. Ask students to give examples of this kind of talk. Discuss how this form of talking to babies might encourage language learning.

O Ask students to brainstorm and develop a list of games, songs, rhymes, and stories that they remember from their childhoods. Ask students how these activities might enhance a child's development.

OBJECTIVE 3

Identify key points in the development of infants.

O Review Unit 4, objective 1 to remind students of the basic needs of children.

O Inform students that the rate of development during infancy is greater than during any other stage of life. Lead a class discussion on how and why this would be true.

O Show the video *Infant Development* and discuss the contents with the class.

OBJECTIVE 4 **Select from a list feeding guidelines for introducing solids to an infant's diet.**

OBJECTIVE 5 **List safety guidelines to follow when feeding babies.**

R Inform students that cow's milk is not a nutritionally sound alternative for babies. Invite a nutritionist to talk to the class.

O Lead a class discussion on indications that an infant might be ready to start eating solid foods.

EXAMPLES: Baby can hold head up when propped, tongue thrust reflex has disappeared, baby reaches for or shows interest in table food

O Bring examples of and discuss items needed to begin feeding solids to infants.

EXAMPLES: Spoon that fits comfortably into the baby's mouth, bibs, small bowl, infant cereal

O Allow students to make baby food by cooking and pureeing fruits and vegetables. Neither salt, sugar, nor seasonings should be added. Let students sample their products. Have them compare the taste, cost, and nutritional value of commercially prepared baby food and freshly prepared foods.

O Baby feeding is a time-consuming and often messy process. Students should be made aware of the fact that patience and understanding is needed when helping infants learn to eat.

OBJECTIVE 6 **List physical care and safety guidelines for infant care.**

O Bring a variety of cloth and disposable diapers to class. Have students fold cloth diapers and practice diapering dolls with both cloth and disposable diapers.

O Ask students to research and report the most current information available on the effects of disposable diapers on the environment.

O Discuss three diapering options available to parents: cloth diapers laundered at home, using a diaper service, and disposable diapers. Discuss the advantages and disadvantages of each.

- Refer to *Adult and Family Living*, Section D IV, Supplements 1 and 2 for written demonstrations on folding cloth diapers and changing a baby's diaper.

- Bring examples of and discuss items needed for giving a baby a bath.

- Show the video *Infant Health Care: A First-Year Guide for New Parents* and discuss the information covered.

OBJECTIVE 7

Identify key points in the development of toddlers.

- Have students read about toddler development using textbooks, reference books, magazines, or other resources. Discuss objective and reading information.

- Show the videos *Entering Toddling* and *Terrific Twos.*

OBJECTIVE 8

State guidelines for influencing the development of infants and toddlers.

- Have students read about influencing toddler development using textbooks, reference books, magazines, or other resources. Discuss objective and reading information.

OBJECTIVE 9

Distinguish among good toys for infants and toddlers.

- Lead a class discussion on which toys allow children to use their senses, their imaginations, and fine and gross motor skills.

OBJECTIVE 10

Identify safe toys for infants and toddlers.

- Discuss all areas of child safety and review information on childproofing a home. Unit 8 will cover health and safety issues.

- Point out to students that although the Consumer Product Safety Commission has issued regulations relating to toys, that does not mean that all toys on the market are safe for small children. Discuss how one might evaluate toy safety. Bring examples of toys to class and ask students to evaluate them for safety and age-appropriateness.

OBJECTIVE 11

Evaluate a toy for an infant or toddler. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

O For more control over assignment sheet answers, instructors might bring toys to class or ask students to bring toys to be evaluated on Assignment Sheet 1.

OBJECTIVE 12

Describe the impact of an infant's schedule on parents. (Assignment Sheet 2)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 13

Observe an infant or toddler. (Assignment Sheet 3)

R See the general instructions for all Assignment Sheets.

R Remind students to receive permission before observing a child.

OBJECTIVE 14

Develop an activity for an infant or toddler. (Assignment Sheet 4)

R See the general instructions for all Assignment Sheets.

O Ask each student to share his or her activity developed for Assignment Sheet 4 with the class.

O After activities are evaluated, donate the activities to a local child care facility or preschool program.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.

- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.

- Describe the rating scale used on the skills test.

- Reteach and retest as necessary.

- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.

- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.

- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

- Complete the appropriate sections of the Competency Profiles.

- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

Publications

- *Adult and Family Living.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1990.
- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

Videos

- *Entering Toddling.* (21 minutes) Available from CIMC, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364, phone 1-800-522-5180, ext. 599.
- *Infancy: The Beginning.* (20 minutes) Available from CIMC, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364, phone 1-800-522-5180, ext. 599.
- *Infant Development.* Johnson and Johnson, Parenting Video, P.O. Box 45119, Jacksonville, Florida 32232-9916, phone 800-537-2336.
- *Infant Health Care: A First-Year Guide for New Parents.* Johnson and Johnson, Parenting Video, P.O. Box 45119, Jacksonville, Florida 32232-9916, phone 800-537-2336.
- *Terrific Twos.* (21 minutes) Available from CIMC, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364, phone 1-800-522-5180, ext. 599.

UNIT REFERENCES

Publications

- *Adult and Family Living.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1990.
- *Child Development: Roles, Responsibilities, Resources.* Needham, MA: Prentice Hall, 1990.
- Eisenberg, Arlene, Heidi Murkoff, and Sandee Hathaway. *What to Expect the First Year.* New York: Workman Publishing, 1989.
- *Foundations for Living, Volume II.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1991.
- Gordon, Ann and Kathryn Williams Browne. *Beginnings and Beyond.* New York: Delmar Publishers, Inc., 1993.
- *Growth and Development Through the Life Span.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1992.
- Hildebrand, Verna. *Parenting and Teaching Young Children.* Peoria, IL: Glencoe, 1990.
- Karlsrud, Katherine and Dodi Schultz. "News Flash: He's Starting Solids!" *Parents.* New York: Gruner + Jahr USA Publishing, November 1993, pp. 157-158.
- Mason, Ruth. "Games Babies Love." *Parents: Baby Care 3-6 Months.* New York: Gruner + Jahr USA Publishing, 1993, pp. 20-22, 24, 26.
- Ryder, Verdene. *Parents and Their Children.* South Holland, IL: The Goodheart-Willcox Company, Inc., 1990.
- Salmon, Dena K. "Starting Solids." *Parents: Baby Care 3-6 Months.* New York: Gruner + Jahr USA Publishing, 1993, pp. 30, 32.
- *The First Year: Caring for Your Baby.* Columbus, OH: Ross Laboratories, 1992.
- Westlake, Helen Gum and Donald G. Westlake. *Child Development and Parenting.* Saint Paul, MN: EMC Publishing, 1990.

ASSIGNMENT SHEETS

OBJECTIVE 11

Assignment Sheet 1

Answers will vary depending on the toy evaluated. Answers should indicate appropriate use of the information on toy safety and selection covered in the Information Sheet.

OBJECTIVE 12

Assignment Sheet 2

Answers will vary, but should indicate that an interview with parents of a infant was conducted to obtain information on the impact of an infant's schedule on parents.

OBJECTIVE 13

Assignment Sheet 3

PART 1

The following information should be listed:

1. Approximate age of child
2. Gender of child
3. Date and time of observation
4. Location of observation
5. Length of observation
6. Number of children present
7. Number of adults present

PART 2

Answers will vary depending upon the child's age and developmental level. Answers should demonstrate an understanding of developmental characteristics of an infant or toddler, depending on which was observed.

OBJECTIVE 14

Assignment Sheet 4

Answers will vary. Each student should indicate the age of the infant or toddler for which the activity is appropriate, materials needed to complete the activity, resources used to learn about this activity, and each should turn in or demonstrate the activity for instructor evaluation.

WRITTEN TEST

OBJECTIVE 1

3, 5, 6, 7, 8, 9, 10, 13, 15

OBJECTIVE 2

Answer should include any ten of the following:

- Communicate through words, songs, rhymes, and nonverbal messages.
- Be interactive with language – let the infant be an active participant in the conversation.
- Help the infant explore his or her environment.
- Hold, touch, and cuddle the infant.
- Introduce new people, places, and events.
- Make interesting noises and encourage the infant to copy the sounds.
- Play a variety of music for the infant to listen to.
- Play and interact with the infant.
- Provide adequate physical support.
- Provide a variety of toys.

- Read aloud and with feeling to the infant.
- Respond to signals
- Set an example for acceptable behavior.
- Show colorful books with lots of pictures; point out and name the different objects.
- Supervise the infant at all times.

OBJECTIVE 3

1. I
2. P
3. E/S
4. I
5. E/S
6. E/S
7. P
8. P
9. I
10. P
11. E/S
12. E/S
13. P
14. I
15. E/S
16. E/S

OBJECTIVE 4

2, 3, 4, 8, 10, 11, 12, 13, 14

OBJECTIVE 5

Answer should include any eight of the following:

- Always supervise babies when they are eating.
- Avoid giving small children peanut butter, unless spread very thinly on a soft cracker.
- Babies should always be in a sitting position when being fed.
- Chocolate, nuts, and honey should not be given at all during the first year.
- Do not feed raw vegetables or fruit that can snap into hard pieces.
- Do not give small children frankfurters, unless cut into very tiny pieces.
- Do not give small children grapes, unless peeled and cut into tiny pieces.

- Do not let babies crawl or walk around and eat at the same time.
- Never give babies fruit with thick skin and/or seeds or pits.
- Never give small children hard candy or small, hard foods.

OBJECTIVE 6

Answer should include any five of the following for both bathing and diapering:

BATHING

- Always test the water temperature before placing the infant in the bath water.
- Never leave an infant unattended in or around bath water.
- Never use a cotton swab to clean infant's ears or nostrils.
- Never allow the older baby to climb or stand while in the bathtub.
- Choose a place that is safe, warm, and free from drafts when bathing an infant.
- Fill a bath tub with 2-3 inches of comfortably warm water.

DIAPERING

- Always dispose of the stool contents in diapers in the toilet.
- Change wet or soiled diapers promptly.
- Dispose of diapers in a sanitary fashion.
- Do not use dull diaper pins.
- If the umbilical cord is still attached, fold the diaper down to expose the area to air and keep it from getting wet.
- Keep diaper changing area clean.
- Keep diapering supplies within easy reach of the changing area, but out of the baby's reach.

- Keep lotions, powders, and ointments off the sticky tabs on disposable diapers.
- Never flush used disposable diapers down the toilet.
- Never leave the baby unattended on the changing surface.
- When removing a disposable diaper from a baby, reclose tape tabs before pulling diaper out from under baby.

OBJECTIVE 7

1.P
2.P
3.I
4.E/S
5.P
6.I
7.E/S
8.E/S
9.E/S
10.I
11.E/S
12.I
13.E/S
14.I

OBJECTIVE 8

Answers should include any six of the following:

- Help children exercise the muscles needed to develop gross motor skills.
- Help children interpret and deal with emotions.
- Make certain that children always get proper nutrition and a balanced diet.
- Make certain that children receive good health care and disease prevention.
- Provide a safe environment and space to explore.
- Provide cognitive stimulation.
- Provide emotional support in a secure environment that allows children to try, fail, and try again.
- Provide opportunities for adequate rest.
- Provide opportunities for language development.
- Provide opportunities for positive social interaction.

OBJECTIVE 9

1. T
2. I
3. T
4. T
5. T
6. I
7. I
8. T
9. I
10. T
11. T
12. I
13. T
14. T
15. I
16. I
17. I
18. I
19. T
20. I
21. T

OBJECTIVE 10

2, 5, 7, 8, 9

OBJECTIVE 11

Evaluated on Assignment Sheet 1.

OBJECTIVE 12

Evaluated on Assignment Sheet 2.

OBJECTIVE 13

Evaluated on Assignment Sheet 3.

OBJECTIVE 14

Evaluated on Assignment Sheet 4.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) **Parenting and Child Development**

UNIT NUMBER AND TITLE **– 5 – Caring for Infants and Toddlers**

TOTAL NUMBER OF TEST QUESTIONS **126**

TOTAL NUMBER OF BASIC SKILL QUESTIONS **46**

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	**1-16**	**S**
2	**1-10**	**X**
3	**1-16**	**S**
4	**1-16**	**X**
5	**1-8**	**X**
6	**1-10**	**X**
7	**1-14**	**S**
8	**1-6**	**X**
9	**1-21**	**X**
10	**1-9**	**X**
11	**Evaluated on AS 1**	
12	**Evaluated on AS 2**	
13	**Evaluated on AS 3**	
14	**Evaluated on AS 4**	

INSTRUCTOR'S GUIDE

CARING FOR PRESCHOOL AND SCHOOL-AGE CHILDREN

6

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.

- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

R Have the students read about caring for preschool and school-age children using textbooks, reference books, magazines, or other resources. Students may read about caring for preschool and school-age children in general or about a specific topic related to preschool or school-age children.

Writing

R Have the students write a one-page essay over the information read.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

Identify key points in the development of preschool children.

O Lead a class discussion on the key points in the development of preschool children.

O Have students read about the development of preschool children using textbooks, reference books, magazines, or other resources. Discuss reading information.

O Show the videos *Threes on the Threshold*, *Fun to Be Four*, and *Now I'm Five*.

OBJECTIVE 2

List a preschool child's interactive abilities.

O Lead a class discussion on a preschool child's interactive abilities. Ask students for specific examples of the abilities.

OBJECTIVE 3

State guidelines for influencing the development of preschool children.

O Lead a class discussion on guidelines for influencing the development of preschool children.

O Read *Understanding Children: The Early Childhood Years* and/or *Understanding Children: The Five-Year-Old*.

OBJECTIVE 4

Identify key points in the development of school-age children.

O Lead a class discussion on the key points in the development of school-age children.

- Have students read about the development of school-age children using textbooks, reference books, magazines, or other resources. Discuss reading information.

- Show the video *The School-Age Connection.*

OBJECTIVE 5

List a school-age child's interactive abilities.

- Lead a class discussion on a school-age child's interactive abilities. Ask students for specific examples of the abilities.

OBJECTIVE 6

State guidelines for influencing the development of school-age children.

- Lead a class discussion on guidelines for influencing the development of school-age children.

- Read *Parentime: Understanding 6- to 12-Year-Olds* series.

OBJECTIVE 7

Describe the impact of the school experience on a child.

- Lead a class discussion on the impact of the school experience on a child. Emphasize that the school experience is very different for each child. The school experience can be a very trying time for children with both positive and negative factors.

- Ask students how they view the school experience and how it affects them?

OBJECTIVE 8

Explain the importance of family involvement in the school experience.

- Lead a class discussion on the importance of parental involvement in the school experience. Ask students for examples of how their parents are involved in the school experience.

OBJECTIVE 9

Describe methods of family involvement in a child's progress in school.

- Lead a class discussion on methods of parental involvement in a child's progress in school.

- Have students interview parents and teachers on effective methods of parental involvement in a child's progress in school.

OBJECTIVE 10

List guidelines for caregivers of preschool and school-age children.

O Lead a class discussion on guidelines for caregivers of preschool and school-age children. Ask students why they believe the guidelines are important.

OBJECTIVE 11

Observe a caregiver with school-age children. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 12

Interview a school-age child. (Assignment Sheet 2)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 13

Develop an activity for a preschool or school-age child. (Assignment Sheet 3)

R See the general instructions for all Assignment Sheets.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.
- Oklahoma State University publications:
    - *Understanding Children: The Early Childhood Years (3 to 5 years of age)*, T-2368
    - *Understanding Children: The Five-Year-Old*, T-2369
    - *When Your Child Starts School*, T-2332
    - *Parentime: Understanding 6- to 12-Year-Olds* (series), T-2362, T-2363, T-2364, T-2365

☑ **NOTE:** For information on obtaining the above publications contact your local Oklahoma County Extension office.

Videos

- *Fun to Be Four.* (20 minutes) Available from CIMC, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364, phone 1-800-522-5810, ext. 599.
- *Now I'm Five.* (20 minutes) Available from CIMC, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364, phone 1-800-522-5810, ext. 599.
- *The School-Age Connection.* (19 minutes) Available from CIMC, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364, phone 1-800-522-5810, ext. 599.
- *Threes on the Threshold.* (21 minutes) Available from CIMC, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364, phone 1-800-522-5810, ext. 599.

UNIT REFERENCES

Publications

- Brisbane, Holly E. *The Developing Child.* Mission Hills, CA: Glencoe Publishing Company, 1988.
- Decker, Celia A. *Children: The Early Years.* South Holland, IL: The Goodheart-Willcox Company, Inc. 1990.
- Gordon, Ann and Kathryn Williams Browne. *Beginnings and Beyond.* Albany, NY: Delmar, 1993.
- Hildebrand, Verna. *Parenting and Teaching Young Children.* New York: McGraw-Hill, 1990.
- Mawhinney, V. Thomas and Corlice J. Peterson. *Parenting & Teaching.* Cincinnati, OH: South-Western Publishing, Co., 1990.
- Ryder, Verdene. *Parents and Their Children.* South Holland, IL: The Goodheart-Willcox Company, Inc., 1990.
- Oklahoma State University publications. Stillwater, OK: Oklahoma Cooperative Extension Service.
  - ☐ *Understanding Children: The Early Childhood Years (3 to 5 years of age)*, T-2368
  - ☐ *Understanding Children: The Five-Year-Old*, T-2369
  - ☐ *When Your Child Starts School*, T-2332
  - ☐ *Parentime: Understanding 6- to 12-Year-Olds* (series), T-2362, T-2363, T-2364, T-2365

CARING FOR PRESCHOOL AND SCHOOL-AGE CHILDREN

ASSIGNMENT SHEETS

OBJECTIVE 11

Assignment Sheet 1

Student answers will vary. Students should respond to all questions in the Assignment Sheet.

OBJECTIVE 12

Assignment Sheet 2

Student answers will vary. Students should write a one-page report on the interview. Students should use correct grammar, spelling, and punctuation.

OBJECTIVE 13

Assignment Sheet 3

Student answers will vary. Students should respond to all questions in the Assignment Sheet.

WRITTEN TEST

OBJECTIVE 1

1. E/S
2. I/M
3. I/M
4. I/M
5. E/S
6. P
7. E/S
8. P
9. I/M
10. P
11. P
12. I/M
13. I/M
14. I/M
15. E/S
16. I/M
17. I/M
18. E/S

OBJECTIVE 2

Answer should include the following:

- Ability to share and take turns.
- Ability to express emotions through language.
- Ability to initiate interaction.
- Ability to use language to make bargains with friends, caregivers, and family.
- Ability to take part in and interest in special events.

OBJECTIVE 3

Answer should include the following:

- Help preschool children meet their physical needs but let them take initiative.
- Create a positive environment for learning.
- Provide positive guidance and discipline.
- Encourage preschool children to become more independent but still provide them with comfort when needed.

OBJECTIVE 4

1. P
2. I/M
3. E/S
4. E/S
5. I/M
6. I/M
7. I/M
8. I/M
9. E/S
10. I/M
11. I/M
12. I/M
13. I/M
14. E/S
15. P

OBJECTIVE 5

Answer should include the following:

- Ability to show much greater social awareness.
- Ability to cooperate with others to achieve tasks or goals.
- Increased ability to use language to express emotions.
- Ability to sympathize with others.

OBJECTIVE 6

Answer should include five of the following:

- Let school-age children help in decision making
- Allow school-age children time to play and pursue hobbies or sports
- Allow school-age children the chance to participate in activities over a longer period of time
- Allow children to choose the activities they find most rewarding
- Encourage school-age children but do not overuse rewards and praise
- Emphasize health and safety and encourage the child to take responsibility for personal health and safety
- Create a positive environment.

OBJECTIVE 7

Answer should include points from the following:

- The school experience affects a child's *social development*. The school experience often forms the basis for a child's peer group, relationships, and clubs or organizations.
- The school experience affects a child's *emotional development*. Much of a child's self-esteem during the school years is based on how the child thinks he or she is viewed by others in the school environment such as peer groups.

- The school experience affects a child's *physical and motor development*. Many children participate in school sports. Sports can help a child with coordination, muscular development, as well as self-esteem and confidence.

- The school experience affects a child's *intellectual development*. Learning is the primary reason children attend school. A quality education will enable a child to continue on in life, achieve goals, and become a productive member of society. The educational experience often sparks an interest that later becomes a career for a child.

- The school experience affects a child's *moral development*. The values of others in the school environment will influence the child's values.

OBJECTIVE 8

Answer should include points from the following:

- School is potentially a very frightening and disorienting experience for a child. The first day of school represents a major transition in a child's life. The parent's role is vital in providing stability, reducing anxiety, and providing guidance and support.

- As the child continues their school experience, the parents' role remains important. The parents' interest in school can either positively or negatively affect a child's interest.

- School can often be a rewarding as well as frustrating time for a child. Parents need to provide praise for accomplishments as well as support for disappointments.

- The school experience often helps determine a child's peer group, activities and interests, and self-esteem. Parental involvement in the school experience may help parents to better understand problems the child may have during the school years.

OBJECTIVE 9

Answer should include two formal and two supportive from the following:

FORMAL

- By being a member of the local school board, parents can be actively involved in the policies and procedures that are set for their child's school; parents may also attend school board meetings to voice their opinions on certain areas.

- Parent-teacher associations offer parents the chance to interact and work with the teachers to ensure their child is progressing.

- Parent-teacher conferences offer parents the chance to meet one-on-one with their child's teachers to discuss the child's progress in school.

- Some schools offer parents the chance to volunteer at the school.

SUPPORTIVE

- Setting study times for the child

- Being active in the child's learning

- Creating a positive learning environment

- Reviewing items the child brings home such as papers, artwork, or progress reports

OBJECTIVE 10 Answer should include any five of the following:

- Set a behavioral example.

- Provide adequate physical support.

- Play games.

- Read and encourage reading.

- Provide positive emotions, praise, and encouraging gestures and words.

- Make expectations clear.

- Help children learn to cope with emotions.

OBJECTIVE 11 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 12 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 13 **Evaluated on Assignment Sheet 3.**

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) **Parenting and Child Development**

UNIT NUMBER AND TITLE **— 6 — Caring for Preschool and School-age Children**

TOTAL NUMBER OF TEST QUESTIONS **62**

TOTAL NUMBER OF BASIC SKILL QUESTIONS **39**

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-18	S
2	1-5	X
3	1-4	X
4	1-15	S
5	1-4	X
6	1-5	X
7	1	W
8	1	W
9	1-4	W
10	1-5	X
11	Evaluated on AS 1	
12	Evaluated on AS 2	
13	Evaluated on AS 3	

INSTRUCTOR'S GUIDE

GUIDING CHILDREN

7

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

R Have the students read about guidance of children using their textbook, reference book, magazines, or other resources. Students may read about guidance in general or a specific area of guidance.

Writing

R Have the students write a one-page essay over the information read.

GENERAL INSTRUCTIONS

Assignment Sheets

- **R** Review the directions and any specific guidelines.
- **R** Make certain that any needed materials from the Instructor's Resource Package are available.
- **R** Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.
- **R** Complete each student's Competency Profile.
- **O** Have the students volunteer to read aloud the directions and any special guidelines.
- **O** Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

- **R** Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.
- **R** Review and explain all general guidelines, safety cautions, and warnings.
- **R** Make sure that all tools, equipment, and supplies are available.
- **R** Demonstrate each of the procedures outlined in the Job Sheet.
- **R** Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.
- **R** Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.
- **R** Complete each student's Competency Profile.
- **R** Return the completed Job Sheets to the students so that they may use them for later reference if needed.
- **O** Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1 **Identify typical behaviors of infants and toddlers.**

OBJECTIVE 2 **Select from a list typical behaviors of preschoolers and school-age children.**

OBJECTIVE 3 **Select from a list typical behaviors of adolescents.**

O Remind the class that the information presented is an overview of typical behaviors of children during the various stages of development, and should be used only as a general guide. Not all children will follow these guidelines exactly. Review information in Unit 4 on the developmental stages. Inform students that by understanding typical behaviors of children at the various stages, parents can better choose age appropriate guidance techniques.

O Ask students to discuss how a child's age and physical development affects intellectual, emotional, and social development.

O Obtain, hand out, and discuss information presented in the following Oklahoma Cooperative Extension Service publications: *Understanding Children: The Early Childhood Years (3 to 5 years of age)*; *Understanding Children: Toddlerhood (15 to 36 Months)*; and *Parentime: Understanding 6- to 12-Year-Olds Lesson 1 – Growth and Development*; *Lesson 2 – Ages and Stages*; and *Lesson 3 – Self Concept*.

OBJECTIVE 4 **Distinguish among three patterns of parenting.**

O Hold a class discussion on parenting patterns and when behavior may be too strict or not strict enough. Ask students to identify what they see are the advantages and disadvantages of each pattern.

OBJECTIVE 5

List roles of parents.

- Inform students that there are often parenting workshops and seminars available to help individuals develop parenting skills in preparation for the roles of parents.
- Ask students to give examples of parents or other caregivers acting in each role or in multiple roles.

OBJECTIVE 6

Identify skills for effective parenting.

- Lead a class discussion on what is appropriate parental affection. Emphasize that gestures of affection are very important in parent/child relationships, as long as they are done in an appropriate manner. Ask students to identify what might be considered inappropriate affection.
- Ask students to brainstorm lists of age-appropriate work tasks for various ages of children. Compile their lists and discuss what a child might learn or how he or she might benefit from such tasks.
- Ask students to identify which patterns of parenting might correspond with each skill. Answers will vary. Lead a class discussion based on student input. Present scenarios and ask students to identify which patterns, roles, and skills were used.

OBJECTIVE 7

List skills for effective communication.

- Explain to the class that active listening includes carefully hearing what is said and then rephrasing the statement to be certain the child was accurately heard and understood. Give the class examples of statements and have students practice responding using active listening skills.
- Lead a class discussion on how "I" messages focus on the parent or adult understanding and expressing how they feel. "You" messages send a verbal message of blame to the child. Give students examples of "You" messages and ask for volunteers to respond with "I" messages. Create a list of examples on the chalkboard or flip chart.
- Have students role play parents and children using the communication skills discussed in this objective.
- Obtain and distribute copies of *Parentime: Understanding 6- to 12-Year-Olds, Lesson 4 — Communication*. Discuss with the class the information presented.

O Obtain, distribute, and discuss *Parent-Child Communication* and/or *Parent-Teen Communication.*

OBJECTIVE 8 **Describe methods of guiding behavior.**

R Discuss the question "What are methods of guiding behavior?" Discuss child abuse and what constitutes child abuse and when and how to report suspected abuse to authorities.

☑ **NOTE:** Refer to Unit 11 "Children in Crisis" for information on children in crisis and child abuse.

O Explain to students that when caregivers praise a particular behavior, they are in effect rewarding and reinforcing it. This positive method of guidance encourages children to repeat desirable behaviors, thus avoiding the need to discipline in future instances.

O Obtain, hand out, and discuss *Child Abuse: Identification and Reporting.*

O Obtain, hand out, and discuss *Discipline and Punishment – What is the Difference?, Encouraging Self Control,* and/or *To Prevent Misbehavior.*

O Give examples of typical situations parents encounter with their young children. Ask students how they would handle the situation if they were the parent and what guidance techniques they would use.

O Discuss the need for parents to occasionally take a "time-out" from their children. How could a brief time-out for parents help prevent child abuse?

O Have students discuss with the class their philosophies of child guidance.

O Show the video *Positive Discipline = Positive Children.*

OBJECTIVE 9 **Identify positive responses to misbehavior.**

R Discuss the question "What are positive responses to misbehavior?"

O Inform students that parents may differ in their approaches to responding to misbehavior. One response may not be any more right or wrong than the other.

O Lead a class discussion on the ineffectiveness of parents constantly saying "no" to their children. Inform them that by saving "no" for very special occasions it will be more effective. Used constantly, "no" loses its value.

O Students should think of alternatives to saying "no" to children. Encourage students to write five to ten statements that could be used in place of telling a child "no." Ask students to share their alternatives with the class.

O Suggest to students that when problems or a child's emotions flare, it is best to respond immediately; don't wait until the child loses his or her composure to respond.

O Expand on information about how to correctly use time-outs. When used correctly, it is the least violent and often most effective method for getting preschoolers to behave in a desirable manner. Time-out should only be used when reasonable requests to stop an undesirable behavior have failed. Adults should make certain that the child understands the purpose and length of time of the "cooling off" period, and should stay close by. Time-outs should match the child's age and attention span, should be used immediately after the misbehavior, and be modified to meet the needs of each particular child and situation. A time-out is reflective time, a break in the routine. The location of the time-out should also be appropriate – for example, a room where a child could play video games during a time-out would not be very effective in encouraging reflection on the undesirable behavior. Children should then be offered appropriate suggestions for how they might better express their feeling or react to situations to avoid future time-outs. The child should be asked "What will you do now?"

OBJECTIVE 10

Create positive statements for effective guidance. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

O Instruct students to refer to textbooks and supplemental materials available from the library and other resources to complete the Assignment Sheet.

O Ask students to give brief oral reports on their findings to the class.

OBJECTIVE 11

Respond to case studies in guiding children. (Assignment Sheet 2)

R See the general instructions for all Assignment Sheets.

O Instruct students to refer to textbooks and supplemental materials available from the library and other resources to complete the Assignment Sheet.

O Ask students to give brief oral reports on their findings to the class.

OBJECTIVE 12

Research the effects and effectiveness of corporal punishment. (Assignment Sheet 3)

R See the general instructions for all Assignment Sheets.

O Ask students to give brief oral reports on their findings to the class.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

Publications

- Fulton, Arlene M. *Understanding Children: Toddlerhood (15 to 36 Months).* Home Economics Fact Sheet No. T-2367. Stillwater, OK: Oklahoma State University Cooperative Extension Service, 1987.
- Fulton, Arlène M. *Understanding Children: The Early Childhood Years.* Home Economics Fact Sheet No. T-2368. Stillwater, OK: Oklahoma State University Cooperative Extension Service, 1988.
- Fulton, Arlene M. and Joseph A. Weber. *Child Abuse: Identification and Reporting.* Home Economics Fact Sheet No. T-2372. Stillwater, OK: Oklahoma State University Cooperative Extension Service, 1989.
- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.
- Wilson, Elaine. *Discipline and Punishment – What is the Difference?* Home Economics Fact Sheet No. T-2329. Stillwater, OK: Oklahoma State University Cooperative Extension Service, 1988.
- Wilson, Elaine. *Encouraging Self Control.* Home Economics Fact Sheet No. T-2328. Stillwater, OK: Oklahoma State University Cooperative Extension Service, 1983.
- Wilson, Elaine. *Parent-Child Communication.* Home Economics Fact Sheet No. T-2205. Stillwater, OK: Oklahoma State University Cooperative Extension Service, 1987.
- Wilson, Elaine. *Parentime: Understanding 6- to 12-Year-Olds.* Home Economics Fact Sheet Series Nos. T-2362, T-2363, T-2364, T-2365. Stillwater, OK: Oklahoma State University Cooperative Extension Service, 1987.
- Wilson, Elaine. *Parent-Teen Communication.* Home Economics Fact Sheet No. T-2208. Stillwater, OK: Oklahoma State University Cooperative Extension Service, 1986.
- Wilson, Elaine. *To Prevent Misbehavior.* Home Economics Fact Sheet No. T-2326. Stillwater, OK: Oklahoma State University Cooperative Extension Service, 1988.

UNIT REFERENCES

Videos

- *Positive Discipline = Positive Children.* (25 minutes) Available from CIMC, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Ok 74074-4364, phone 1-800-522-5810, ext. 599.

Publications

- *Adult and Family Living.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1990.
- Berger, Kathleen Stassen. *The Developing Person.* New York: Worth Publishers, Inc., 1980.
- *Child Development: Roles, Responsibilities, Resources.* Needham, MA: Prentice Hall, 1990.
- Fulton, Arlene M. *Understanding Children: The Early Childhood Years.* Home Economics Fact Sheet No. T-2368. Stillwater, OK: Oklahoma State University Cooperative Extension Service, 1988.
- Fulton, Arlene M. *Understanding Children: Toddlerhood (15 to 36 Months).* Home Economics Fact Sheet No. T-2367. Stillwater, OK: Oklahoma State University Cooperative Extension Service, 1987.
- Gordon, Ann and Kathryn Williams Browne. *Beginnings and Beyond,* 3rd ed. Albany, NY: Delmar, 1993.
- Hamilton, Jill E. "Smart Ways to Use Time-Out." *Parents.* New York: Gruner + Jahr USA Publishing, December 1993, pp. 110-112.
- Kutner, Lawrence. "Can You Discipline a Toddler?" *Parents.* New York: Gruner + Jahr USA Publishing, February 1994, pp. 102-105.
- Ryder, Verdene. *Parents and Their Children.* South Holland, IL: The Goodheart-Willcox Company, Inc., 1990.
- Weissbourd, Bernice. "Ups and Downs." *Parents.* New York: Gruner + Jahr USA Publishing, July 1993, pp. 88-90.

- Westlake, Helen Gum and Donald G. Westlake. *Child Development and Parenting.* Saint Paul, MN: EMC Publishing, 1990.

- Wilson, Elaine. *Communicating with Family Members.* Home Economics Fact Sheet No. T-2224. Stillwater, OK: Oklahoma State University Cooperative Extension Service, 1987.

- Wilson, Elaine. *Discipline and Punishment – What is the Difference?* Home Economics Fact Sheet No. T-2329. Stillwater, OK: Oklahoma State University Cooperative Extension Service, 1988.

- Wilson, Elaine. *Encouraging Self Control.* Home Economics Fact Sheet No. T-2328. Stillwater, OK: Oklahoma State University Cooperative Extension Service, 1983.

- Wilson, Elaine. *Parentime: Understanding 6- to 12-Year-Olds. Lesson 2. Ages and Stages.* Home Economics Fact Sheet No. T-2363. Stillwater, OK: Oklahoma State University Cooperative Extension Service, 1987.

- Wilson, Elaine. *To Prevent Misbehavior.* Home Economics Fact Sheet No. T-2326. Stillwater, OK: Oklahoma State University Cooperative Extension Service, 1988.

ASSIGNMENT SHEETS

OBJECTIVE 10

Assignment Sheet 1

Answers will vary, but may be similar to the following:

Part 1

1. Bounce the basketball outside.
2. Eat the food on your plate.
3. Use a softer tone of voice when you talk to me.
4. Keep your feet on the floor.
5. Play the stereo more quietly.
6. Gently pet the cat.
7. Save water by turning the faucet off.
8. I really like it when you make your bed.
9. Put your gloves on before you go outside.
10. I would like to continue our conversation.

Part 2

1. Intervene by putting another toy in Matthew's hand.

2. Give Mary Jane a plastic tub and plastic spoon to pound like a drum while her mother is talking on the phone.

3. Give Sadie a coloring book or plain white paper on which to color.

4. Remove the glass of milk from the table. When Robin is ready for a drink, tell her she may ask for her glass back.

5. Trade Michael an old newspaper for the new magazine.

OBJECTIVE 11

Assignment Sheet 2

1. A. Running into the street
   B and C. Answers will vary

2. A. Climbing the stairs unsupervised
   B and C. Answers will vary, but the goal should be to prevent injury to the child and offer a safer way for her to assert her independence.

3. A. Crying
   B and C. Answers will vary, but should all respond to the cry of the infant.

4. A. Disobeying bedtime rules
   B and C. Answers will vary.

5. A. Missing her curfew
   B and C. Answers will vary, but should reflect the use of effective communication skills.

OBJECTIVE 12

Assignment Sheet 3

All reports will vary, but each should include:

- Definition of corporal punishment
- The effects of corporal punishment
- The effectiveness of corporal punishment
- The pattern(s) of parenting that might use such punishment
- Appropriate application of unit and resource information
- Correct spelling and grammar
- A list of references

WRITTEN TEST

OBJECTIVE 1

Infants
1, 3, 5, 6, 8, 11, 12, 13, 15

Toddlers
1, 4, 6, 7, 8, 9, 11, 12, 14, 15, 16, 18

OBJECTIVE 2

Preschoolers
2, 4, 5, 6, 7, 8, 9, 11, 12, 13, 15, 16, 17

School-age children
1, 2, 3, 4, 8, 9, 11, 12, 13, 14

OBJECTIVE 3

Adolescents
2, 3, 4, 5, 8, 9, 10

OBJECTIVE 4

1. C
2. A
3. B

OBJECTIVE 5

- Authority figure
- Nurturer
- Protector/Provider
- Teacher

OBJECTIVE 6

Answer should include the required number of responses from the following:

AUTHORITY FIGURE

- Adopt age-appropriate expectations.
- Be consistent with expectations.
- Be flexible.

- Set as few rules as possible.
- Set reasonable and fair expectations, with limits appropriate to the situation.
- Use positive reinforcement.

NURTURER

- Respect and acknowledge the child's feelings (empathize).
- Exhibit appropriate parental affection.
- Listen to the child's point of view.
- Provide for a child's basic needs.
- Spend time with the child.

PROTECTOR/PROVIDER

- Provide a safe environment.
- Provide for a child's basic needs.

TEACHER

- Act as a role-model.
- Be consistent with expectations.
- Listen to the child's point of view.
- Offer choices.
- Set reasonable and fair expectations, with limits appropriate to the situation.
- Support words with actions.
- Teach age-appropriate work skills.

OBJECTIVE 7

Answers should include any ten of the following:

- Ask questions wisely.
- Avoid critical and sarcastic remarks.
- Avoid using words with multiple meanings.
- Be an active listener by providing feedback.
- Be aware of nonverbal cues.
- Be firm but respectful.
- Call the child by name.
- Choose an appropriate time to discuss matters of importance.
- Communicate the same message with words and actions.
- Maintain a pleasant tone of voice.
- Physically get down on the child's eye level.
- Practice using eye contact.
- Take the time needed without hurrying the child.
- Use "I" messages rather than "You" messages.
- Use age-appropriate words.

OBJECTIVE 8

Answers will vary but should include the following basic information:

Guidance

Guidance is the things that adults do and say as they interact with children to influence their behaviors in a positive way. Guidance occurs continually with the goal of teaching self-discipline. Guidance can be used to attempt to change behavior that may be considered normal, but also negative. Guidance also involves setting the stage for expressing positive emotions like love, empathy, and kindness by reinforcing positive emotions and actions when they occur. Caregivers who establish a warm, secure environment for their children from the beginning of life are taking positive steps in guiding their children's behavior.

Discipline

Discipline is the process of guiding and training a child in ways which make it possible for the child to gain self-control and self-discipline. The health and safety of the child must be considered and protected at all times when disciplining. In most cases, effective discipline methods work better than punishment in helping children learn what is "right."

Punishment

Punishment is a penalty for wrongdoing. Punishment presents painful or unpleasant consequences as a means of assisting children to learn desired behaviors. If punishment is used, it must always be used in its least harmful form. It is most effective when given immediately after the undesirable behavior has taken place.

OBJECTIVE 9

2, 3, 4, 6, 8, 9, 10

OBJECTIVE 10	**Evaluated on Assignment Sheet 1.**
OBJECTIVE 11	**Evaluated on Assignment Sheet 2.**
OBJECTIVE 12	**Evaluated on Assignment Sheet 3.**

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) **Parenting and Child Development**

UNIT NUMBER AND TITLE **— 7 — Guiding Children**

TOTAL NUMBER OF TEST QUESTIONS **116**

TOTAL NUMBER OF BASIC SKILL QUESTIONS **89**

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-15; 1-18	S
2	1-19; 1-14	S
3	1-10	S
4	1-3	X
5	1-4	X
6	1-3, 1-3, 1, 1-3	X
7	1-10	X
8	1-3	W
9	1-10	T
10	Evaluated on AS 1	
11	Evaluated on AS 2	
12	Evaluated on AS 3	

INSTRUCTOR'S GUIDE

PROMOTING CHILDREN'S WELL-BEING

8

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

R Have students read about promoting children's health, safety, and nutrition using textbooks, reference books, magazines, or other resources.

Writing

R Have students write a one-page essay over the information read.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

List examples of common childhood accidents and emergencies indoors and outdoors.

O Discuss common childhood accidents and emergencies indoors and outdoors. Ask students if they have had experience with any of the items listed. Ask students if there are any items they would add to the list.

OBJECTIVE 2

Describe a safe nursery.

O Lead a class discussion on a safe nursery. State that mandatory safety standards issued by the federal government went into effect in 1973. Items purchased at secondhand stores must be carefully inspected. Emphasize that any children's sleepwear should be nonflammable. Unit 9 will discuss children's clothing in detail.

O Discuss that *Consumer Reports* will periodically put out reviews of nursery equipment.

O Have students evaluate nursery equipment from several different sources such as a secondhand store and a retail store. Ask students to report their findings to the class.

O Obtain the publication *The Safe Nursery* by the U.S. Consumer Product Safety Commission and make it available for students to read. For information on product safety contact:

Consumer Product Safety Commission
Washington, DC 20207
(800) 638-CPSC

O Inform students that nursery items such as high chairs and changing tables should be sanitized with a 1-10 bleach solution. Have students mix a 1-10 bleach solution. This solution can be used to sanitize the diaper changing area, table tops (food areas), etc.

OBJECTIVE 3

Evaluate items for a safe nursery. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 4

State guidelines for preventing accidents and emergencies.

R Lead a class discussion on guidelines for preventing accidents and emergencies. Emphasize the importance of always using size-appropriate seat restraints in automobiles. Traffic related fatalities are the **number one** cause of death among children. Discuss the issue of latch-key children and safety. All children, and especially children who are alone at home, must be educated in accident prevention.

O Have students come up with ideas/posters/programs for educating parents and children on preventing accidents and emergencies. Students may choose to work in groups for this activity. Have students share their information with the class.

O Discuss the issue of child safety as it relates to kidnapping and other crimes committed against children. Contact your local police department for information on how children can protect themselves.

O For information on safety contact:

National Commission on Safety Education
National Education Association
1201 16th Street, NW
Washington, DC 20036

National Safety Council
444 North Michigan Avenue,
Chicago, IL 60611

American Insurance Association
Accident Prevention Department
Publications Division
85 John Street
New York, NY 10038-2823

OBJECTIVE 5 **State guidelines for responding to accidents and emergencies.**

R Lead a class discussion on guidelines for responding to accidents and emergencies. Emphasize that parents and caregivers should be trained in first aid procedures. Individuals who are not trained in first aid are not adequately prepared to deal with many accidents and emergencies that may happen to children. Stress that although emergency medical personnel must always be contacted in any life threatening or potentially life threatening situation, the parent's or caregiver's action is the first critical step in emergency response.

O Invite an individual from your local Red Cross, American Heart Association, or other agency to speak to the class about training classes available or obtain pamphlets describing first aid training available in your community.

O Inform students of first aid training available in your area. Encourage students to participate.

O Obtain the publication *Poisons in the Home* and make it available for students to read. Discuss poison control numbers.

OBJECTIVE 6 **State guidelines for "childproofing" the home.**

R Discuss "childproofing" the home. Emphasize that young children should not be expected to "stay away from" potential hazards – the hazards should be removed or minimized from the environment.

O Have students make a checklist of questions to ask when evaluating a home for childproof features. Students may choose to do this activity in groups. Students may want to make a checklist for each room in the house. For example, kitchen, bathroom, bedroom, garage, etc.

O Discuss what parents and caregivers can do if they are in an environment that is not "childproofed" to minimize the possibility of accidents. For example, a department store or restaurant.

OBJECTIVE 7 **Evaluate the home for child safety. (Assignment Sheet 2)**

R See the general instructions for all Assignment Sheets.

O Students may work in groups to develop a checklist. Discuss each group's checklist.

OBJECTIVE 8

List childhood illnesses and diseases.

O Lead a class discussion on childhood illnesses and diseases. Explain that all children will have illnesses during childhood. Children who are properly cared for, receive healthy diets, exercise, and receive regular pediatric exams will properly have fewer childhood illnesses. Emphasize the importance of vaccines. Even though these diseases may no longer pose a public health threat, children must receive these vaccines.

OBJECTIVE 9

Identify common tests and immunizations for children.

R Discuss common tests and immunizations for children. Emphasize the importance of childhood tests and immunizations. State that only one-half of all 2-year-old children in the United States have received the recommended immunizations. Ask students why they think this figure is so low. Have students come up with ideas/posters/campaigns that would raise this figure. Have students share their ideas with the class.

O Obtain a copy of the required immunizations for children in your state. Contact the department of health in your state.

OBJECTIVE 10

Describe dental care for children.

O Obtain information on dental care for children from:

American Dental Association
Bureau of Dental Health Education
211 East Chicago Avenue
Chicago, IL 60611-2616

O Invite a dentist or dental hygienist to speak to the class about the important of proper dental care.

OBJECTIVE 11

State the importance of proper handwashing procedures.

O Discuss the importance of proper handwashing procedures.

OBJECTIVE 12

Properly wash your hands. (Job Sheet)

R See the general instructions for all Job Sheets.

OBJECTIVE 13

Explain the importance of good nutrition for children.

- Lead a class discussion on the importance of good nutrition for children.

- Obtain information on children's health from:

  National Maternal and Child Health Clearinghouse
  8201 Greensboro Drive, Suite 600
  McLean, VA 22101
  (703) 821-8955 ext. 254

- Obtain the publication *Food and Young Children* and make it available for students to read.

OBJECTIVE 14

Classify foods according to the Food Guide Pyramid.

- Obtain a copy of the booklet *The Food Guide Pyramid* and make it available for students to read.

- Name examples of various foods and ask students which Food Group they would classify the item. Ask students for examples of their favorite foods and have them classify the item according to the Food Guide Pyramid.

OBJECTIVE 15

Describe nutritional requirements for children.

- Obtain the publication *Food and Young Children* and make it available for students to read.

- Discuss the issue of "junk food" and children. Emphasize that the daily diet should not contain more than 30 percent of the calories from fat.

- Discuss government-sponsored food programs for children and families. Government-sponsored federal food programs are funded and regulated by the United States Department of Agriculture (USDA). Food programs are generally administered at the state level.

  - CHILD NUTRITION PROGRAMS – These programs provide cash and/or food assistance to children in public schools, nonprofit private schools, child care centers, home day care centers, and other programs.

    - National School Lunch Program – the U.S. Department of Agriculture reimburses states for providing nutritionally adequate lunches; students whose families meet eligibility requirements can receive reduced price or free meals

    - School Breakfast Program – this program allows for reduced or free meals as well as full price meals; this program includes schools and public or licensed nonprofit residential child care facilities

    - Child and Adult Care Food Program – this program provides money for food and commodities for meals served to children in licensed child care centers and group child care facilities; the program also includes funding for adults in adult care programs

- FAMILY NUTRITION PROGRAMS

    - Special Supplemental Program for Women, Infants and Children (WIC) – this program provides nutrition counseling and supplemental foods rich in protein, iron, and Vitamin C to women who are pregnant, infants, and children ages five and younger who are at risk

    - Food Stamp Program – the food stamp program enables low income persons to buy food stamps that are worth more than their purchase price or to receive food stamps free

        ☑ **NOTE:** The Food Stamp Program is the primary form of food assistance. Food stamps can be used to buy only allowed food items. Items such as cigarettes, alcoholic beverages, and paper goods are not allowed.

OBJECTIVE 16 **Interpret a food label. (Assignment Sheet 3)**

R See the general instructions for all Assignment Sheets.

R Provide students with the Handout "Nutrition Facts."

O Bring examples of food labels to class and go over the labels with students.

O Obtain the publication *Nutrition Misinformation* and make it available for students to read.

O Obtain the FDA publication *Focus on Food Labeling* and make it available for students to read.

OBJECTIVE 17

State guidelines for handling a child's food likes and dislikes.

O Obtain the publication *Food and Young Children* and make it available for students to read.

O Ask students if there are any foods that they especially like or dislike. Are there any food dislikes they had when they were children that they now like?

OBJECTIVE 18

Plan a one-day menu of meals and snacks for children. (Assignment Sheet 4)

R See the general instructions for all Assignment Sheets.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.

- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.

- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

Publications

- *Focus on Food Labeling, FDA Consumer: An FDA Consumer Special Report.* Department of Health & Human Services, Food and Drug Administration, May 1993.
- Kuntzleman, Charles. *Healthy Kids for Life.* New York: Simon & Schuster, 1988.

- Marotz, Lynn R., et. al. *Health, Safety, & Nutrition for the Young Child*, 3rd ed. Albany, NY: Delmar Publishers, Inc., 1993.
- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach*. Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.
- The following Oklahoma State University Cooperative Extension Service Publications:
    - *Nutrition Misinformation*, T-3124
    - *Food and Young Children*, T-3155
    - *Poisons in the Home*, T-4408
- For a list of federal publications write to Consumer Information Center, Pueblo, CO 81009. Publications relating to the health, safety, and nutrition of children are available.

UNIT REFERENCES

Publications

- *Adult and Family Living*. Stillwater, OK: Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1990.
- Brisbane, Holly E. *The Developing Child: Understanding Children and Parenting*. Mission Hills, CA: Glencoe Publishing Company, 1988.
- *Child Development: Roles, Responsibilities, Resources*. Englewood Cliffs, NJ: Prentice Hall, 1990.
- *Community First Aid & Safety*. American Red Cross. St. Louis, MO: Mosby, 1993.
- Kuntzleman, Charles. *Healthy Kids for Life*. New York: Simon & Schuster, 1988.
- Marotz, Lynn R., et. al. *Health, Safety, & Nutrition for the Young Child*, 3rd ed. Albany, NY: Delmar Publishers, Inc., 1993.
- Ryder, Verdene. *Parents and their Children*. South Holland, IL: The Goodheart-Willcox Company, Inc., 1990.

- Westlake, Helen Gum and Donald G. Westlake. *Child Development and Parenting*. Saint Paul, MN: EMC Publishing, 1990.

- The following Oklahoma State University Cooperative Extension Service Publications:
    - ☐ *Nutrition Misinformation*, T-3124
    - ☐ *Food and Young Children*, T-3155
    - ☐ *Poisons in the Home*, T-4408

ASSIGNMENT SHEETS

OBJECTIVE 3

Assignment Sheet 1

Student answers will vary. Students should complete the form, evaluating three items for a nursery.

OBJECTIVE 7

Assignment Sheet 2

Student answers will vary. Students should develop a checklist using the information in objective 6. Students should turn in the checklist and the one-page report. Reports should include the proper grammar, spelling, and punctuation.

OBJECTIVE 16

Assignment Sheet 3

Student answers will vary. Students should address the questions listed on the Assignment Sheet.

OBJECTIVE 18

Assignment Sheet 4

Student answers will vary. Students should complete the form and answer the questions on the form.

WRITTEN TEST

OBJECTIVE 1

Answers should include one from each category:

- Burns
    - ☐ Appliances
    - ☐ Stoves
    - ☐ Chemicals
    - ☐ Electrical outlets
    - ☐ Matches, lighters, flammable liquids
    - ☐ Bath scalding
- Choking
    - ☐ Foods
    - ☐ Drinks
    - ☐ Small objects such as pieces from toys, marbles, or buttons
- Cuts, scrapes, and wounds
    - ☐ Play
    - ☐ Knives and other sharp objects
- Drowning
    - ☐ Bathtubs and toilets
- Electrocution
    - ☐ Biting electrical cords
    - ☐ Playing with electrical outlets

- Falls
    - ☐ Down stairs
    - ☐ Off of furniture
    - ☐ Play equipment
- Firearm injuries
    - ☐ Mistaking real firearms for toy firearms
    - ☐ Accidental shootings
- Poisoning
    - ☐ Medications (prescription and non-prescription)
    - ☐ Cleaning products
    - ☐ Cosmetics
    - ☐ House plants
    - ☐ Pesticides/insecticides
- Smothering
    - ☐ Plastic bags
- Strangulation
    - ☐ Electrical cords
    - ☐ Drapery or window shade cords

COMMON OUTDOOR ACCIDENTS/EMERGENCIES

- Burns
    - ☐ Sunburns
- Choking
    - ☐ Small objects such as pieces from toys, marbles, or buttons

- Cuts, scrapes, and wounds
  - Play
  - Sharp objects
  - Sports activities
- Drowning
  - Swimming pool/hot tub
  - Bodies of water
- Falls
  - Play
  - Bicycles
  - Trees
  - Sports activities
- Insect stings and bites and animal bites
  - Bee stings
  - Wasp stings
  - Snake bites
  - Dog bites
- Traffic injuries
  - Passenger injuries
  - Pedestrian injuries
- Poisoning
  - Plants
  - Chemicals used outdoors such as garden chemicals
  - Gas vapors

OBJECTIVE 2

Answer should include five of the following:

- Crib
    - Slats should be spaced no more than 2 3/8 inches (6 cm) apart.
    - No slats should be missing or cracked.
    - Crib should be placed away from radiators and hot surfaces, drapery cords, or other items that hang down and might be near the child's reach.
    - Mattress should fit snugly, there should be less than two fingers width between the edge of the mattress and the crib.
    - Corner posts should be no higher than 5/8 inch taller than the rails.
    - Bumper pads should fit around the entire crib and tie or snap in place. Bumper pads are NOT recommended for infants that cannot raise their heads and should be removed when the child can stand.
    - Drop-side latches should securely hold rails in raised position and should not be able to be released by the infant.
    - Once the child has reached 35 inches in height, or when the side rail is less than 3/4 of the child's height, the child has outgrown the crib and is ready for a bed.
- High chairs
    - Should have a wide base for stability.
    - Straps and locks are secure.
- Hook-on chairs
    - Has a restraining strap for the child.
    - Has a clamp to lock it onto the table for added security.

- Playpens
  - ☐ Mesh netting should have a small weave with less than 1/4 inch openings.
  - ☐ Mesh should have no holes or tears.
  - ☐ Wooden playpens should have slats no more than 2 3/8 inches apart.
  - ☐ Top railing of the playpen should not have tears or holes.
  - ☐ If staples are used in the construction of the playpen, they are firmly attached and none are loose or missing.
- Pacifiers
  - ☐ Pacifiers must be strong enough that they will not break apart.
  - ☐ Pacifier shields must be large and firm enough that they will not fit into the baby's mouth.
  - ☐ Pacifier guards or shield must have ventilation holes so that the baby can breathe if the pacifier does become stuck in the mouth.
  - ☐ Pacifiers must NOT have any ribbons, strings, cords, etc. attached to them.
  - ☐ Pacifiers must NOT have any tears or holes.
- Toys
  - ☐ Toys such as rattles, squeeze toys, and teethers should be age-appropriate.
  - ☐ Toys should NOT by able to fit in the baby's mouth; parts should not be able to break off and fit into the baby's mouth.
  - ☐ Toys should NOT have any sharp edges, and are nonbreakable, nonflammable, with no long cords or strings.
  - ☐ Toys should not be larger than the baby.

- Changing tables
    - Should have safety straps.
    - Drawers and shelves should be easily accessible.
- Back carriers
    - Carrier should fit the child's size and weight.
    - Carrier should have a restraining strap to secure the child.
    - Leg openings should be large enough to prevent chafing but small enough to prevent the child from slipping out.
    - Carrier should have padded covering over the metal frame near the baby's face.
- Bassinets and cradles
    - Should have a wide base and sturdy bottom.
    - Legs should be strong and have locks to prevent folding while in use.
    - Should have smooth surfaces with no protruding parts or objects.
- Toy box
    - Should have holes or spaces in front or sides, or under lid.
    - Should have a spring-loaded lid support that will support the lid in any position.
- Strollers
    - Should have a wide base.
    - Straps and buckles are secure and easy to use.
    - Brakes securely lock.

- Car restraint seats
    - All straps and buckles are secure.
    - Should be size and weight appropriate.

OBJECTIVE 3 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 4 Answer should include the following:

- Use age-appropriate and size-appropriate seat restraints in automobiles.
- Ensure that toys and play equipment are age-appropriate and in good condition.
- Do NOT leave young children unsupervised.
- "Childproof" the home and play area.
- Instruct children in basic safety practices.
- Be knowledgeable about child development.
- Instruct children on self-protection practices.

OBJECTIVE 5 Answer should include the following:

- Try to remain calm.
- Evaluate the situation, find out what happened, and identify if there is any further danger. If not, check the child for injuries.
- If the injury is serious or potentially serious call for help **immediately**.
- Comfort the child.
- Do NOT move an injured child unless it is absolutely necessary for safety reasons.
- Administer first aid.

OBJECTIVE 6

Answer should include one for each:

BURNS

- Install guards around fireplaces, radiators or hot pipes, and woodburning stoves
- Turn water temperature setting down to 120° F. or lower
- Keep matches and lighters inaccessible to children
- Keep hot items out of reach of children

CHOKING

- Put small objects out of children's reach
- Do NOT purchase toys or clothing with items that pose a potential choking hazard

CUTS, SCRAPES, AND WOUNDS

- Keep breakable objects and sharp objects out of reach of children
- Cover sharp edges and corners of furniture

DROWNING

- Keep toilet lid and seat down

ELECTROCUTION

- Store bathroom appliances away from any water source
- Cover electrical outlets
- Keep all electrical cords out of reach of children

FALLS

- Install safety gates at the top and bottom of open stairways
- Keep stairs and hallways uncluttered and well lit

FIREARM INJURIES

- If a home has firearms, lock all firearms in a place where children cannot get to them and keep ammunition separate

POISONING

- Avoid poisonous house plants
- Lock up **all** medicines and poisons and properly dispose of out-of-date medications
- Store shampoos and cosmetics out of the reach of children

SMOTHERING

- Keep plastic bags out of children's reach

STRANGULATION

- Keep curtain cords and shade pulls out of reach of children
- Keep all electrical cords out of reach of children

GENERAL

- Keep doors to the outside locked
- Put screens on windows and secure windows with window locks
- Use childproof locks on cabinets containing items which may be hazardous to the child
- Secure trash cans with childproof lids or keep out of reach of child
- Avoid the use of tablecloths

OBJECTIVE 7 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 8

Answers should include four and three from the following:

DISEASES/ILLNESSES WHICH CANNOT BE PREVENTED BY VACCINE

- Allergies
- Chicken pox
- Colds and coughs
- Croup
- Ear infections
- Influenza
- Scarlet fever
- Sore throat

DISEASES WHICH CAN BE PREVENTED BY VACCINE

- Diphtheria
- German measles
- Influenza
- Measles
- Meningitis
- Mumps
- Poliomyelitis
- Tetanus
- Whooping cough

OBJECTIVE 9

1, 2, 3, 6, 8, 9, 10, 11, 12, 14, 15

OBJECTIVE 10

Answer should include key points from the following:

- Dental care should begin as soon as the first primary teeth appear (about 6 months of age). Parents can clean the primary teeth by wiping them with a small gauze pad or washcloth.
- Toddlers can begin to be taught to brush their own teeth with adult help. Parents need to brush over the teeth to ensure all areas are clean.
- Preschool children are able to brush but still need adult supervision and help. Children should brush their teeth at **least** twice daily – once in the morning and before bedtime.
- Avoid putting children to bed with bottles of milk or juice since they can cause tooth decay.
- Limit the child's intake of sugary foods and foods that stick to the teeth.
- The first visit to the dentist should be scheduled when the child is between 2 and 3 years of age. Regular checkups at six to twelve month intervals are recommended.
- Children who participate in contact sports should wear mouthguards.
- Children who knock out or chip teeth, even primary teeth, should be seen by a dentist.

OBJECTIVE 11

Answer should include points from the following:

Handwashing is essential in controlling the spread of communicable diseases and infectious illnesses. Unwashed hands are also the most common means of transmitting infection from one person to another, directly or indirectly. Frequent and proper handwashing can help break the chain of infection.

OBJECTIVE 12

Evaluated on the Job Sheet.

OBJECTIVE 13

Answer should include the following:

- Children need nutrients for growth and energy. Childhood is a time of muscle and bone development. Proper nutrients are needed to ensure growth and for normal body functions.
- Children who receive poor nutrition are likely to suffer in other areas such as education or health.
- Nutritional habits developed in childhood often carry over into adulthood. Poor nutritional habits developed in childhood can lead to health problems such as obesity, high cholesterol, and increased risk factors for heart disease.

OBJECTIVE 14

1. B
2. M/P
3. F/S
4. M
5. V
6. F
7. B
8. M/P
9. M
10. F/S
11. V
12. F

OBJECTIVE 15

Answer should include the following:

- Children need a total of three cups of milk or milk equivalent from the Milk, Yogurt, & Cheese Group.
- Children need two or more servings from the Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group.
- Children should have four or more servings from the Fruit Group and the Vegetable Group (combined).
- Children should have four or more servings from the Bread, Cereal, Rice, & Pasta Group.
- Children should have limited amounts of food from the Fats, Oils, & Sweets Group.

OBJECTIVE 16 **Evaluated on Assignment Sheet 3.**

OBJECTIVE 17 Answer should include six of the following:

- Do NOT use food as a punishment or a reward.
- Keep the serving size small.
- Do NOT make an issue out of the child's behavior.
- Do NOT try to force or push a child to "clean their plate."
- Realize that children have different tastes than adults and will often go through "stages" of food likes or dislikes.
- Make meals that are interesting and easy for the child with a variety of colors, shapes, and textures.
- Teach the child the importance of good nutrition.
- Set a good example for the child.
- Let the child be involved in the shopping and preparation of certain foods.

OBJECTIVE 18 **Evaluated on Assignment Sheet 4.**

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) **Parenting and Child Development**

UNIT NUMBER AND TITLE **– 8 – Promoting Children's Well-Being**

TOTAL NUMBER OF TEST QUESTIONS **91**

TOTAL NUMBER OF BASIC SKILL QUESTIONS **43**

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-10 1-9	X
2	1-5	W
3	Evaluated on AS 1	
4	1-7	X
5	1-6	X
6	1-10	X
7	Evaluated on AS 2	
8	1-4 1-3	S
9	1-15	S
10	1	W, S
11	1	W, S
12	Evaluated on the JS	
13	1	W, S
14	1-12	S
15	1	W, S
16	Evaluated on AS 3	
17	1-6	X
18	Evaluated on AS 4	

INSTRUCTOR'S GUIDE

SELECTING CHILDREN'S CLOTHING

9

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

R Have students read three advertisements for children's clothing from newspapers or magazines.

Writing

R Have the students write a short (one paragraph) summary of the advertisements. Students should include their opinion of the advertisement and whether or not it would be a good purchase.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

State purposes of clothing.

O Lead a class discussion on how each point covered in the objective serves a purpose.

EXAMPLES: Identification as a member of a group, protection from environmental elements, safety from injury to body or skin, sanitation and prevention of contamination, usefulness for a particular occasion or activity

O Ask students to research what kinds of clothing children in different parts of the world wear. What different purposes do the various garments serve?

OBJECTIVE 2

List options for obtaining children's clothing.

O Ask students to discuss the pro's and con's of each option. Discuss what local resources are available for obtaining children's clothes.

O Lead a class discussion on how a person can stretch a clothing budget and receive money for used clothing by taking them to a resale shop. Ask if students know of any resale shops in the area and if they have ever shopped at resale shops.

O Incorporate sewing skills development by assigning students to sew a children's clothing item. Students may want to donate their sewing projects to a children's home or shelter.

O Instruct students to comparison shop for a clothing item for children. The students do not need to purchase the item, but decide which item would be the best investment if they were going to purchase it. Ask students to share their findings with the class.

OBJECTIVE 3

Identify criteria for selecting clothing for children.

O Discuss in detail safety features one should look for when purchasing clothes for children.

EXAMPLES: Fire retardant, extra strings or dangling scarves that could pose a choking hazard, items that might obstruct a child's vision

O Lead a class discussion on how a child's small muscle development would affect clothing choices. What differences would a person see in the abilities of two-year-olds to put on clothing, as compared to three-, four-, and five-year-olds? What kinds of clothing would prevent children from being independent dressers?

OBJECTIVE 4

Evaluate children's clothing. (Assignment Sheet)

R See the general instructions for all Assignment Sheets.

R Refer to textbooks and supplemental materials available from the library other resources to complete the Assignment Sheet.

O To assist students with assignment sheet completion, provide the class with several clothing items for them to evaluate. Identify whether the garments were purchased new, bought second-hand, obtained as a hand-me-down, or sewn at home. Another option would be to ask students to bring items to class for the evaluations.

O Instruct students to check hang-tags on children's clothing. Ask them to report back to the class with what information was included on the hang-tags, and what additional information would be helpful to have included on the tags.

O Bring several used clothing items to class. Have students examine the items for wear, fading, tearing, etc. Ask them to discuss what factors affected the durability of each item.

OBJECTIVE 5

State guidelines for helping children assume responsibility for their clothing.

O Lead a class discussion on the skills that might be taught that will help a child care for his or her own clothes.

EXAMPLES: How to use the laundry hamper, how to fold clothes, how to hang clothes

O Discuss what a "teachable moment" might be in regard to clothing care.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

REQUIRED RESOURCES

The items marked with an asterisk are included in the Instructor's Resource Package.

Publications

- Current newspaper or magazines with advertisements for children's clothing.

OPTIONAL RESOURCES

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

UNIT REFERENCES

Publications

- Brisbane, Holly E. *The Developing Child, 5th ed.* Peoria, IL: Glencoe, 1990.
- Gordon, Ann and Kathryn Williams Browne. *Beginnings and Beyond, 3rd ed.* Albany, NY: Delmar Publishing Inc., 1993.
- Hildebrand, Verna. *Parenting and Teaching Young Children.* Peoria, IL: Glencoe, 1990.
- Ryder, Verdene. *Parents and Their Children.* South Holland, IL: Goodheart-Willcox Company, Inc., 1990.

ASSIGNMENT SHEET

OBJECTIVE 4

Assignment Sheet

Answers will vary depending on the garments evaluated. However, all assignment sheets must include the following information:

- The age of the child the student is clothing.
- An identified article of children's clothing (such as jeans, shirts, sleepware, etc.) evaluated.
- Using the information in Objective 2, students should select two options for obtaining such an item.

  EXAMPLES: Buying new, buying second-hand, obtaining hand-me-downs, sewing
- Students then should evaluate a similar item from each of the two sources based on the information in Objective 3, which includes: care required, child's small muscle development, climate and weather conditions, comfort, cost effectiveness, durability, ease of putting on and taking off, independence encouraged, purpose of design and appropriateness for age and activities, and safety.
- Based on the student's evaluation, he or she should identify which garment would be the better purchase and explain the answer given.

WRITTEN TEST

OBJECTIVE 1

Answers should include the following:

- Helps maintain sanitary environment
- Identifies the wearer
- Is useful for specific occasions and activities
- Offers safety to body and skin
- Protects the wearer
- Provides comfort

OBJECTIVE 2

Answers should include the following:

- Buying new
- Buying second-hand
- Obtaining hand-me-downs
- Sewing

OBJECTIVE 3

2, 4, 5, 6, 8, 9, 10, 11, 12, 14

OBJECTIVE 4

Evaluated on the Assignment Sheet.

OBJECTIVE 5

Answers should include the following:

- Buy things that are easy for the child to put on and take off.
- Give the child limited choices when buying clothes.
- Help the child choose clothes within a clothing budget.
- Provide clothing storage space that is adequate and easily accessible to the child.

- Teach the child skills that will help him or her care for his or her own clothes.
- Watch for teachable moments when the child shows an interest in dressing skills and clothing choices.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) **Parenting and Child Development**

UNIT NUMBER AND TITLE **– 9 – Selecting Children's Clothing**

TOTAL NUMBER OF TEST QUESTIONS **32**

TOTAL NUMBER OF BASIC SKILL QUESTIONS **0**

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-7	X
2	1-4	X
3	1-14	X
4	Evaluated on the AS	
5	1-7	X

INSTRUCTOR'S GUIDE

CARING FOR CHILDREN WITH SPECIAL NEEDS, GIFTS AND TALENTS

10

Required Activities and Resources (R)

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- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

Have the students read the Handout *Children With Special Needs, Gifts and Talents.*

Writing

Have the students write a short (one paragraph) discussion on the special needs, gifts and talents of the children and how the parents or caregivers take care of these children.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

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R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

Describe types of special needs.

R Lead a class discussion on the types of special needs. Emphasize that there are varying degrees of special needs.

OBJECTIVE 2

Select from a list the challenges for special needs children.

O Lead a class discussion on the challenges special needs children face. Explain that childhood and growing up can be a difficult time for any child and that children with special needs face additional obstacles to overcome.

O Ask students for examples of challenges special needs children may encounter and ways those challenges may be overcome.

O Inform students of opportunities to volunteer such as with Special Olympics or for group homes.

OBJECTIVE 3

Answer questions about the impact of special needs children on others.

O Lead a class discussion on the impact of special needs children on others. Discuss ways that the groups in the objective might effectively interact with special needs children.

O Invite a guest speaker who works with special needs children to speak to the class about the impact of special needs children on others.

O Set up "empathy stations" such as a blindfold or wheelchair and have students participate.

OBJECTIVE 4

Discuss the rights of special needs children.

- O Lead a class discussion on the legal rights of special needs children. Ask students why they believe it is important to protect the legal rights of special needs children.

- O Obtain copies of the court cases and laws discussed in the objective.

  ☑ **NOTE:** Check with a librarian on obtaining copies of these documents.

OBJECTIVE 5

List resources for meeting the needs of special needs children.

- O Lead a class discussion on resources for meeting the needs of special needs children. Emphasize that parents and caregivers should be aware of available resources.

- O Ask students to identify ways that your school helps meet the needs of special needs children.

- O Identify specific resources in your state and share them with students. Some examples for Oklahoma are Sooner Start and Dale Evans.

OBJECTIVE 6

Write a report about special needs children. (Assignment Sheet 1)

- R See the general instructions for all Assignment Sheets.

OBJECTIVE 7

Characterize a gifted and talented child.

- O Lead a class discussion on the characteristics of a gifted and talented child. Emphasize that even though a child may be gifted or talented, his or her maturity level may by the same as other children their own age.

OBJECTIVE 8

Answer questions about the impact of gifted and talented children on others.

- O Lead a class discussion on the impact of gifted and talented children on others. Ask students for ways they believe the groups in the objective can successfully interact with gifted and talented children.

OBJECTIVE 9

List resources for meeting the needs of gifted and talented children.

O Lead a class discussion on what your school system does to meet the needs of gifted and talented children. Ask students to find specific examples of resources in your community.

OBJECTIVE 10

Write a report about a gifted and talented person. (Assignment Sheet 2)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 11

Locate community resources. (Assignment Sheet 3)

R See the general instructions for all Assignment Sheets.

O If community resources may be difficult to find in your area, invite a guest speaker or a panel of resource personnel to speak to the class on community resources. Have students complete the Interview Sheet for the speaker(s).

O Invite parents or teachers of special needs children to speak to the class.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

REQUIRED RESOURCES

The items marked with an asterisk are included in the Instructor's Resource Package.

Publications

- *Children With Special Needs, Gifts and Talents.* Handout.*

OPTIONAL RESOURCES

Publications

- Brisbane, Holly E. *The Developing Child: Understanding Children and Parenting.* Mission Hills, CA: Glencoe Publishing Company, 1988.
- *Child Development: Roles, Responsibilities, Resources.* Englewood Cliffs, NJ: Prentice Hall, 1990.
- Havens, Mark D. *Bridges to Accessibility: A Primer for Including Persons with Disabilities in Adventure Curricula.* Hamilton, MA: Project Adventure, Inc., 1992.
- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

UNIT REFERENCES

Publications

- *Adult and Family Living.* Stillwater, OK: Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1990.
- Brisbane, Holly E. *The Developing Child: Understanding Children and Parenting.* Mission Hills, CA: Glencoe Publishing Company, 1988.
- *Child Development: Roles, Responsibilities, Resources.* Englewood Cliffs, NJ: Prentice Hall, 1990.
- Havens, Mark D. *Bridges to Accessibility: A Primer for Including Persons with Disabilities in Adventure Curricula.* Hamilton, MA: Project Adventure, Inc., 1992.

- Marotz, Lynn R., Marie Z. Cross, and Jeanettia M. Rush. *Health, Safety & Nutrition for the Young Child, 3rd ed.* Albany, NY: Delmar Publishers, Inc.
- Phelan, Thomas W. *All About Attention Deficit Disorder.* Glen Ellyn, IL: Child Management, Inc.
- Ryder, Verdene. *Parents and their Children.* South Holland, IL: The Goodheart-Willcox Company, Inc., 1990.
- Westlake, Helen Gum and Donald G. Westlake. *Child Development and Parenting.* Saint Paul, MN: EMC Publishing, 1990.
- "What are ADD and ADHD?" *Trend Watch.* East Moline, IL: LinguiSystems, Feb. 1990.

ASSIGNMENT SHEETS

OBJECTIVE 6

Assignment Sheet 1

Student answers will vary. Reports should contain correct grammar, spelling, and punctuation and at least three references. Refer to the points listed under the Assignment Sheet.

OBJECTIVE 10

Assignment Sheet 2

Student answers will vary. Reports should contain correct grammar, spelling, and punctuation and at least three references. Refer to the points listed under the Assignment Sheet.

OBJECTIVE 11

Assignment Sheet 3

Student answers will vary. Students should complete the Interview Sheet.

WRITTEN TEST

OBJECTIVE 1

Answer should include points from the following:

1. Health impairments – children who suffer from chronic or long-term health problems
2. Intellectual challenges – this category includes Learning Disabled (LD) children (those who have deficits in specific areas such as basic reading skills, reading comprehension, basic math skills, etc.); children with Attention Deficit Disorder (ADD); and mentally retarded children.

3. Physical or motor challenges – children who have demonstrated physical or motor impairment that may be due to genetic or environmental causes

4. Psychological/emotional challenges – children in this category suffer from inadequate emotional development or from mental illness

5. Speech and language – children who have demonstrated difficulty in communication skills

OBJECTIVE 2 1, 3, 4, 5, 6, 8, 9, 11, 12, 14

OBJECTIVE 3 Answer should include points from the following:

1. Parents

   - The parents of special needs children face the challenges that other parents face.
   - The parents of special needs children may have a strong emotional reaction to their child's disability. Parents may feel guilt, denial, avoidance, shame, grief, resent, or frustration with the challenges they face.
   - Special needs children often require considerable care and attention from the parents.
   - The emotional energy required to care for special needs children may strain the relationship between the parents, resulting in conflicts and alienation.
   - Special needs children may also place financial stress on the family.

2. Siblings

   - Siblings may resent the care and attention given to the special needs child. They may also resent the different parental expectations for them and for the special needs child.
   - Siblings may become overachievers in an attempt to compensate for the limitations of the special needs child.
   - Siblings may have a difficult time understanding the disability and may have mixed feelings of guilt, embarrassment, love, and loyalty.

3. Caregivers

   ☐ Caregivers, such as teachers or daycare workers, may feel unable to meet the needs of the special needs child. They may also feel frustrated with the task of caring for a special needs child, if they have not received specialized training.

4. Peers

   ☐ Mainstreaming, or integration, of special needs children is increasingly common. Special needs children interact with their nondisabled peers in virtually every school and social setting. Peers may initially fear and avoid interaction with special needs children.

OBJECTIVE 4

Answer should include the following points:

- Effectively, the laws relating to special needs individuals are a federal mandate to eliminate all forms of discrimination against people with special needs.
- Children with special needs are guaranteed under the law the same rights, privileges, and opportunities as nondisabled children.

OBJECTIVE 5

Answer should include the following in any order:

- Government and community programs
- Medical community
- Parent support groups
- Private nonprofit organizations
- School resource professionals

OBJECTIVE 6

Evaluated on Assignment Sheet 1.

OBJECTIVE 7

Answer should include the following:

- Children who demonstrate outstanding abilities in either a general sense or a specific area. Gifted and talented children show exceptional ability in various ways:
    - ☐ Intellectual ability (high IQ)
    - ☐ Specific academic aptitude
    - ☐ Outstanding in visual or performing arts
    - ☐ Outstanding in sports activities
    - ☐ Outstanding creativity
- Gifted and talented children may also have special needs

OBJECTIVE 8

Answer should include points from the following:

1. Parents
    - ☐ The parents of gifted and talented children face the challenges that other parents face.
    - ☐ Parents must avoid pushing the gifted and talented child too hard. Parents must realize that gifted and talented children are not necessarily more mature than other children.
    - ☐ Parents of gifted and talented children must encourage their child to explore areas other than their special talent. Gifted and talented children often avoid exploring areas other than their special talent.
    - ☐ Parents of gifted and talented children must realize that gifted and talented children are not always academic high achievers. Gifted and talented children may be bored by traditional school work and if not appropriately challenged they may become a discipline problem at school.
    - ☐ Parents may also have feelings of resentment toward the gifted and talented child.
    - ☐ Gifted and talented children often require considerable time and energy from the parents. Gifted and talented children may also place financial stress on the family.

2. Siblings

   ☐ Siblings may resent the care and attention given to the gifted and talented child.

3. Caregivers

   ☐ Caregivers of gifted and talented children must realize that gifted and talented children are not always academic high achievers. Gifted and talented children may be bored by traditional school work and if not appropriately challenged they may become a discipline problem at school.

   ☐ Caregivers, such as teachers or daycare workers, may feel intimidated by the gifted and talented child.

OBJECTIVE 9

Answer should include the following in any order:

- Colleges and universities
- Government and community programs
- Private nonprofit organizations
- School resource professionals

OBJECTIVE 10

Evaluated on Assignment Sheet 2.

OBJECTIVE 11

Evaluated on Assignment Sheet 3.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) **Parenting and Child Development**

UNIT NUMBER AND TITLE **— 10 — Caring for Children with Special Needs, Gifts and Talents**

TOTAL NUMBER OF TEST QUESTIONS **37**

TOTAL NUMBER OF BASIC SKILL QUESTIONS **14**

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-5	W, S
2	1-14	X
3	1-4	W
4	1	W
5	1-5	X
6	Evaluated on AS 1	
7	1	W
8	1-3	W
9	1-4	X
10	Evaluated on AS 2	
11	Evaluated on AS 3	

INSTRUCTOR'S GUIDE

CARING FOR CHILDREN IN CRISIS

11

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

R Have the students read the handout *A Family in Crisis.*

Writing

R Have the students write a short (one paragraph) discussion of the impact of the crisis.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

State ways in which crises can affect families.

R Start the discussion by asking the students the question "What are some examples of family crisis situations?" Examples are listed below:

- Alcoholism or drug abuse
- Domestic violence
- Death
- Divorce
- Suicide
- Relocation
- Unemployment
- Violent crime

O Refer to Unit 1, Objective 9 "Discuss the impact of changes affecting families." Many of the changes that affect families also create crisis situations. How the family deals with change is a factor in whether the situation is dealt with positively or creates more stress within the family. For example, although moving is a stressful event for any family, the way in which the family deals with the move affects the impact of the crisis.

O Bring examples of current magazine or newspaper articles dealing with families in crises. Ask students what the impact of the crisis may be for the families involved.

O Obtain the OSU Cooperative Extension Publications *Helping Children Cope*, *Stress: How Families Can Cope*, *Family Crisis*, *Why Adolescent Suicide?*, and *Runaway Youth* and make available for students to read.

O Show one or more of the following videos: *Children of Alcoholics*, *Anger*, *A Family Again*, or *Tender Places*.

O Emphasize that *all* families will deal with crisis situations at some point.

OBJECTIVE 2

Define types of child abuse.

O Lead a class discussion on child abuse. Bring current magazine or newspaper articles on child abuse for use in the discussion. State that children who are abused often have emotional and physical scars from the abuse and may become abusers later in life.

OBJECTIVE 3

List risk factors that increase the chance of child abuse.

O Lead a class discussion on risk factors that increase the chance of child abuse. Emphasize that risk factors mean that there is a greater chance of child abuse. Not all families who have risk factors will commit child abuse.

O Lead a class discussion of the perception that individuals who commit child abuse are uneducated, have low income, or are substance abusers. Although the incidence of child abuse is higher among this group, it is difficult to make generalizations about social issues. Emphasize that individuals from *all social and economic classes* commit child abuse.

OBJECTIVE 4

Answer questions about the reporting of suspected child abuse.

R Lead a class discussion on reporting suspected child abuse. Emphasize to students that child abuse is a crime. Failing to report any incident of abuse or neglect is a misdemeanor. The toll-free Statewide Child Abuse Hot Line number for reporting child abuse in Oklahoma is (800) 522-3511. The National Child Abuse Hotline number is (800) 422-4453.

O Invite a Department of Human Services representative to speak to the class about child abuse.

O Additional information on child abuse and prevention is available from the following:

Oklahoma Department of Human Services
Child Welfare, Child Abuse Section
P.O. Box 25352
Oklahoma City, OK 73125
(405) 521-2283

Oklahoma Department of Health
Office of Child Abuse Prevention
820 N.E. 10th St.
Oklahoma City, OK 73117
(405) 271-4470

Oklahoma Institute for Child Advocacy
4030 N. Lincoln
Oklahoma City, OK 73105
(405) 424-8014

Oklahoma Department of Human Services
Office of Child Care
P.O. Box 25352
Oklahoma City, OK 73125
(405) 521-3561

National Committee for Prevention of Child Abuse Fulfillment Center
(800) 835-2671

The National Center on Child Abuse and Neglect
P.O. Box 1182
Washington, D.C. 20013
(800) 552-7096

O Lead a class discussion on the signs of child abuse and neglect. Emphasize that these signs **do not** always indicate child abuse. Children who are abused or neglected may show some of the following signs:

- Unexplained bruises or other physical injuries
- Extremes of behavior such as unusually aggressive and destructive or unusually passive and withdrawn
- Problems in school or excessive absences from school

- Involvement in crime, sexual misconduct or substance abuse
- Age-inappropriate sexual knowledge
- Emotional or physical problems such as stomach aches or nightmares
- Change in eating or sleeping habits
- Frequently wearing clothes that are dirty or inappropriate for the weather

O State that signs of child abuse and neglect are often subtle and that the victim and abuser often hide the signs of abuse.

O Obtain the OSU Cooperative Extension Publication *Child Abuse: Identification and Reporting* and make available for students to read.

O Show the video *The Hidden Shame.*

O Obtain DHS publications such as *Child Abuse: Awareness and Prevention* and *Child Protective Services for Professionals: Questions and Answers* and make them available for students to read.

OBJECTIVE 5 **List community resources for crisis management.**

O Lead a class discussion on community resources for crisis management. Bring a local telephone book and have students look up community resources for crisis management.

OBJECTIVE 6 **Profile a community crisis management resource. (Assignment Sheet 1)**

R See the general instructions for all Assignment Sheets.

OBJECTIVE 7 **Report on a crisis and the effective management of it. (Assignment Sheet 2)**

R See the general instructions for all Assignment Sheets.

OBJECTIVE 8

Respond to scenarios involving crisis situations. (Assignment Sheet 3)

R See the general instructions for all Assignment Sheets.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.

- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.

- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.

- Describe the rating scale used on the skills test.

- Reteach and retest as necessary.

- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

REQUIRED RESOURCES

The items marked with an asterisk are included in the Instructor's Resource Package.

Publications

- *A Family in Crisis.* Handout.*

OPTIONAL RESOURCES

Publications

- *Child Abuse: Awareness and Prevention.* Oklahoma City, OK: Oklahoma Department of Human Services, Office of Child Care, 1993.
- *Child Protective Services for Professionals: Questions and Answers.* Oklahoma City, OK: Oklahoma Department of Human Services, Office of Child Care, 1992.
- Marotz, Lynn R., Marie Z. Cross, and Jeanettia M. Rush. *Health, Safety, & Nutrition for the Young Child*, 3rd edition. Albany, NY: Delmar Publishers, Inc., 1993.

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

- Oklahoma State University Cooperative Extension publications:

  - ☐ *Child Abuse: Identification and Reporting, T-2372.* Stillwater, OK: Oklahoma State University Cooperative Extension Service.
  - ☐ *Helping Children Cope: Children and Stress, T-2370.* Stillwater, OK: Oklahoma State University Cooperative Extension Service.
  - ☐ *Helping Children Cope: Children and Moving, T-2372.* Stillwater, OK: Oklahoma State University Cooperative Extension Service.
  - ☐ *Helping Children Cope: Children and Divorce, T-2374.* Stillwater, OK: Oklahoma State University Cooperative Extension Service.
  - ☐ *Stress: How Families Can Cope, T-2106.* Stillwater, OK: Oklahoma State University Cooperative Extension Service.
  - ☐ *Family Crisis, T-2210.* Stillwater, OK: Oklahoma State University Cooperative Extension Service.
  - ☐ *Why Adolescent Suicide? T-2121.* Stillwater, OK: Oklahoma State University Cooperative Extension Service.
  - ☐ *Runaway Youth, T-2212.* Stillwater, OK: Oklahoma State University Cooperative Extension Service.

☑ **NOTE:** The above publications are available through your local Oklahoma County Extension office.

Videos

- *A Family Again.* 1/2" VHS, Color, 30 minutes, 1989. Coronet Films, 65 E. South Water St., Chicago, IL 60601, phone 800-621-2131. This video is about a family coping with the death of their oldest daughter.

- *Anger.* 1/2" VHS, Color, 15 minutes, 1984. Coronet Films, 65 E. South Water St., Chicago, IL 60601, phone 800-621-2131. This video examines how anger affects two troubled families.

- *Children of Alcoholics.* 1/2" VHS, Color, 30 minutes, 1989. Coronet Films, 65 E. South Water St., Chicago, IL 60601, phone 800-621-2131. This video illustrates how two children cope with an alcoholic parent.

- *The Hidden Shame.* 1/2" VHS, Color, 19 minutes, 1983. Coronet Films, 65 E. South Water St., Chicago, IL 60601, phone 800-621-2131. This video examines the realities of incest and tells the true story of two young girls who were abused by their father.

- *Tender Places.* 1/2" VHS, Color, 25 minutes, 1988. Coronet Films, 65 E. South Water St., Chicago, IL 60601, phone 800-621-2131.This video looks at divorce from a child's perspective.

UNIT REFERENCES

Publications

- Brisbane, Holly E. *The Developing Child.* Mission Hills, CA: Glencoe Publishing Company, 1988.

- *Child Abuse: Awareness and Prevention.* Oklahoma City, OK: Oklahoma Department of Human Services, Office of Child Care, 1993.

- *Child Development: Roles, Responsibilities, Resources.* Englewood Cliffs, NJ: Prentice-Hall, Inc., 1990.

- *Child Protective Services for Professionals: Questions and Answers.* Oklahoma City, OK: Oklahoma Department of Human Services, Office of Child Care, 1992.

- Hildebrand, Verna. *Parenting and Teaching Young Children.* Oklahoma City, OK: McGraw-Hill School Division, 1990.

- Marotz, Lynn R., Marie Z. Cross, and Jeanettia M. Rush. *Health, Safety, & Nutrition for the Young Child,* 3rd edition. Albany, NY: Delmar Publishers, Inc., 1993.

- Westlake, Helen Gum and Donald G. Westlake. *Child Development and Parenting.* Saint Paul, MN: EMC Publishing, 1990.

- Oklahoma State University Cooperative Extension publications:
    - *Child Abuse: Identification and Reporting, T-2372.* Stillwater, OK: Oklahoma State University Cooperative Extension Service.
    - *Stress: How Families Can Cope, T-2106.* Stillwater, OK: Oklahoma State University Cooperative Extension Service.
    - *Family Crisis, T-2210.* Stillwater, OK: Oklahoma State University Cooperative Extension Service.

ASSIGNMENT SHEETS

OBJECTIVE 6

Assignment Sheet 1

Student answers will vary. Reports should contain correct grammar, spelling, and punctuation and answer the questions identified in the Assignment Sheet.

OBJECTIVE 7

Assignment Sheet 2

Student answers will vary. Reports should contain correct grammar, spelling, and punctuation and discuss the effective management of a crisis.

OBJECTIVE 8

Assignment Sheet 3

Student answers will vary. Answers should contain correct grammar, spelling, and punctuation and identify possible resources to help the individuals.

WRITTEN TEST

OBJECTIVE 1

Answers should contain the following:

- Adjustment to a new life style or family make-up
- Emotional feelings such as anger, guilt, betrayal, depression, or sadness
- Extreme changes in behavior of family members
- Financial hardships
- Strained or broken family relationships

OBJECTIVE 2

Answer should contain the following in any order:

- **emotional abuse** – inflicting psychological harm to a child by insulting or harsh language, placing unrealistic demands on the child, or withholding emotions
- **neglect** – failing to provide the basic necessities such as food, clothing, shelter, and medical care
- **physical abuse** – inflicting non-accidental injury to a child
- **sexual abuse** – involving a child in sexual acts

OBJECTIVE 3

Answer should include the following in any order:

- Family history of abuse
- Substance abuse problems
- Lack of good parenting skills
- Teen-age parents
- Family and environmental stresses

OBJECTIVE 4

1. Report the incident promptly to the Department of Human Services.
2. By calling the Statewide Child Abuse Hot Line.
3. Report the incident to local law enforcement and to the Department of Human Services.
4. A misdemeanor.

OBJECTIVE 5

Answer should contain the following in any order:

- Crisis hotlines
- Emergency shelters
- Private nonprofit

- Professional counseling services
- Religious groups
- Social service agencies/organizations
- Support groups

OBJECTIVE 6 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 7 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 8 **Evaluated on Assignment Sheet 3.**

Page 1 of 1

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) **Parenting and Child Development**

UNIT NUMBER AND TITLE **— 11 — Caring for Children in Crisis**

TOTAL NUMBER OF TEST QUESTIONS **25**

TOTAL NUMBER OF BASIC SKILL QUESTIONS **8**

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-5	X
2	1-4	W, U
3	1-5	X
4	1-4	W, U
5	1-7	X
6	Evaluated on AS 1	
7	Evaluated on AS 2	
8	Evaluated on AS 3	

INSTRUCTOR'S GUIDE

EVALUATING CHILD CARE SERVICES AND COMMUNITY RESOURCES 12

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

R Have students read about child care services and community resources using textbooks, library materials, or other references.

Writing

R Have the students write a one-page summary over the information read. Students may write about child care services and community resources in general or a specific aspect of child care and community resources such as care for school-age children.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

Discuss changing needs for child care.

O Discuss the changing needs for child care. Ask students what their parents did (or do) for child care.

O Ask students what factors they think will affect child care in the future. For example, will the number of couples delaying marriage and starting a family until the late 20s or early 30s affect child care?

OBJECTIVE 2

Explain considerations affecting child care choices.

O Discuss considerations affecting child care choices. Ask students what considerations they think are the most important.

OBJECTIVE 3

Distinguish among options for child care.

O Discuss options for child care. Ask students for advantages or disadvantages of each type of child care.

O Show the videos *Child Care Alternatives, Child Care: A Family Business, School-Age Child Care.*

OBJECTIVE 4

Describe the effects of child care on children and families.

O Discuss the effect of child care on children and families. Emphasize that child care services vary and that the effect of child care on children and families depends, to a large extent, on the quality of care.

OBJECTIVE 5

State criteria for evaluating child care programs.

R Discuss criteria for evaluating child care programs. Ask students what criteria they believe are most important.

O Obtain the OSU publications *Selecting Child Care, Selecting Family Day Care, Home Alone: Working Parents and School Age Child Care* and make them available to students.

O Show the video *Best for Us: Selecting Child Care.*

O Place students in groups of 2-4 and have them develop a complete checklist of what they would look for in evaluating child care programs.

O Visit a child care program and have students evaluate the program. Remember to obtain prior permission before visiting any facility.

OBJECTIVE 6

Discuss licensing requirements for child care services.

R Discuss licensing requirements for child care services. Ask students why they think licensing requirements are important in child care services.

O Obtain the specific licensing requirements for child care services in your state. In Oklahoma contact the Oklahoma Department of Human Services, Office of Child Care for licensing requirements for family day care homes and day care centers.

O Invite a Department of Human Services licensing specialist to speak to the class about licensing requirements for child care services and selecting child care.

OBJECTIVE 7

List responsibilities of parents in a child care arrangement.

O Discuss responsibilities of parents in a child care arrangement. Emphasize that parents' actions directly influence the caregiver. For example, if a sick child is taken to the facility, other children may become infected.

OBJECTIVE 8

Identify responsibilities of a caregiver. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 9

Identify sources of information about child care.

O Discuss sources of information about child care. Have students research specific sources of information about child care in your community and report their findings to the class.

OBJECTIVE 10

Evaluate community child care options. (Assignment Sheet 2)

R See the general instructions for all Assignment Sheets.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.

- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Competency Profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

Publications

- *Home Alone: Working Parents and School Age Child Care*, T-2343. Stillwater, OK: Oklahoma State University Cooperative Extension Service, Stillwater, OK, 1992.
- *Licensing Requirements for Family Day Care Homes.* Oklahoma Department of Human Services, Office of Child Care.

  ☑ **NOTE:** For information on obtaining a copy of this publication contact the Department of Human Services Employees Library (405) 521-3737 or your local DHS office.

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

- *Requirements for Day Care Centers.* Oklahoma Department of Human Services, Office of Child Care.

  ☑ **NOTE:** For information on obtaining a copy of this publication contact the Department of Human Services Employees Library (405) 521-3737 or your local DHS office.

- *Selecting Child Care,* T-2322. Stillwater, OK: Oklahoma State University Cooperative Extension Service, Stillwater, OK, 1992.

- *Selecting Family Day Care,* T-2220. Stillwater, OK: Oklahoma State University Cooperative Extension Service, Stillwater, OK, 1992.

Videos

- *Best for Us: Selecting Child Care,* VT263.

- *Child Care Alternatives,* VT312.

- *Child Care: A Family Business,* VT406.

- *School-Age Child Care,* TC127.

☑ **NOTE:** For information on these videotapes contact your local Oklahoma County Extension Service office.

UNIT REFERENCES

Publications

- Brisbane, Holly E. *The Developing Child.* Mission Hills, CA: Glencoe Publishing Company, 1988.

- Decker, Celia A. *Children: The Early Years.* South Holland, IL: The Goodheart-Willcox Company, Inc. 1990.

- Hildebrand, Verna. *Parenting and Teaching Young Children.* New York: McGraw-Hill, 1990.

- *Home Alone: Working Parents and School Age Child Care*, T-2343. Stillwater, OK: Oklahoma State University Cooperative Extension Service, Stillwater, OK, 1992.

- *Licensing Requirements for Family Day Care Homes.* Oklahoma Department of Human Services, Office of Child Care.

- *Requirements for Day Care Centers.* Oklahoma Department of Human Services, Office of Child Care.

- Ryder, Verdene. *Parents and Their Children.* South Holland, IL: The Goodheart-Willcox Company, Inc., 1990.

- *Selecting Child Care*, T-2322. Stillwater, OK: Oklahoma State University Cooperative Extension Service, Stillwater, OK, 1992.

- *Selecting Family Day Care*, T-2220. Stillwater, OK: Oklahoma State University Cooperative Extension Service, Stillwater, OK, 1992.

ASSIGNMENT SHEETS

OBJECTIVE 8

Assignment Sheet 1

Student answers will vary. Students should identify the responsibilities of one position in child care. Papers should contain correct grammar, spelling, and punctuation.

OBJECTIVE 10

Assignment Sheet 2

Student answers will vary. Students should evaluate at least two child care options in their community. Evaluation criteria should cover the points listed in objective 5. Summary should contain correct grammar, spelling, and punctuation.

WRITTEN TEST

OBJECTIVE 1

Answer should contain points from the following:

- Many children today live in single-parent homes where the parent works in a full-time job outside the home to support the family.
- In many two-parent families, both parents work either full- or part-time outside the home.
- Some parents who care for their children at home may need outside care occasionally or feel that some outside care would be beneficial to the child.
- Because there are fewer extended families and because family members tend to live further apart, child care in the family is less available.

OBJECTIVE 2

Answer should contain points from the following:

- Amount of time needed – some parents may need only occasional child care while others may need extended child care beyond the regular 40-hour work week (such as early morning or evening care)
- Cost of the child care – the amount of money available to spend on child care
- Distance to the child care facility – the child care facility should be accessible
- Types of care available in your community – what options are available to the parents in choosing child care

OBJECTIVE 3

1. A
2. Q
3. O
4. D
5. B
6. C
7. N
8. L
9. G
10. K
11. I

OBJECTIVE 4

1. Separation anxiety – both children and parents may feel anxieties because of the separation
2. Feelings of guilt or jealousy – parents may at times feel guilty for leaving their children; parents may also have feelings of jealousy over the close attachments children form with caregivers
3. Mental development – child care does not seem to have either positive or negative effects on the mental development for the majority of children
4. Social development – research has shown that separation does not change the family bond; some studies indicate children in child care may be more aggressive

OBJECTIVE 5

Answer should include the following:

- Regulations/licensing requirements
- Accreditation
- Staff
- Physical setting
- Program activities and services
- Reputation
- Cost
- Consistency

OBJECTIVE 6

1. Licensing requirements vary by state and by the type of child care service offered.
2. Licensing means that the service meets a **minimum** level of standards.
3. Answer should include six of the following:
   - ☐ Business operations and record keeping
   - ☐ Child health
   - ☐ Fire safety
   - ☐ Guidance and discipline
   - ☐ Nutrition
   - ☐ Physical care
   - ☐ Physical facility
   - ☐ Program services and equipment
   - ☐ Staff
   - ☐ Transportation

OBJECTIVE 7

Answer should include ten of the following:

- Adequately check out the child care services and ensure that they are appropriate for the child.
- Deliver and pick up the child on time.
- Do NOT take a sick child to a child care facility.
- To provide the caregiver with immunization records and keep those up-to-date.
- Ensure the child has appropriate clothing.
- Ensure the nutritional needs of the child are met before leaving them or are met at the facility.
- Emotionally prepare the child for child care.
- Inform the caregiver of any special needs of the child.
- Leave appropriate emergency phone numbers and medical release forms with the caregiver.
- Take an active role in the child care arrangement.
- Ensure payment is made to the caregiver on time.
- Treat the caregivers with respect and deal with problems in a professional manner. Be a partner with the caregivers.

OBJECTIVE 8

Evaluated on Assignment Sheet 1.

OBJECTIVE 9

1, 3, 4, 6, 7, 8, 9

OBJECTIVE 10

Evaluated on Assignment Sheet 2.

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) **Parenting and Child Development**

UNIT NUMBER AND TITLE **— 12 — Exploring Child Care Services and Community Resources**

TOTAL NUMBER OF TEST QUESTIONS **51**

TOTAL NUMBER OF BASIC SKILL QUESTIONS **12**

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	**1**	**W, U**
2	**1-4**	**W**
3	**1-11**	**X**
4	**1-4**	**W, U**
5	**1-8**	**X**
6	**1-3**	**W**
7	**1-10**	**X**
8	**Evaluated on AS 1**	
9	**1-10**	**X**
10	**Evaluated on AS 2**	

INSTRUCTOR'S GUIDE

EXPLORING CAREERS RELATING TO CHILDREN

13

Required Activities and Resources (R)

These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. To individualize this unit, use the LAP Sheet supplied in your resources.

- Reproducible Handouts and Transparency Masters are included in the Instructor's Resource Package. Handouts should be copied for all students. Transparency Masters should be used to make overhead transparencies for use during instruction. A small copy of each Transparency Master appears in the student's Information Sheets.
- Non-reproducible resources are included in the student's curriculum.

Optional Activities and Resources (O)

These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.

FOCUS ASSIGNMENTS

Prereading

R Have the students read about careers related to children using textbooks, library materials, or other references.

Writing

R Have the students write a short (one paragraph to one page) summary of the information read.

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor's Resource Package are available.

R Have the students complete the Assignment Sheet. Evaluate each student's performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student's Competency Profile.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student's performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student's Competency Profile.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.

LAP Sheets

The LAP Sheets are an optional component that can be used to individualize instruction. The following instructions should be followed only if you are using the LAP Sheets.

R Explain the specific procedures to be followed to the students before they begin using the LAP Sheet. Be sure that each student understands the procedures for using the LAP Sheet.

R If you want the student to complete any of the assignments on the LAP Sheet that are labeled optional, assign these to the student. Be sure to provide any needed resources.

OBJECTIVE 1

Describe career opportunities related to children.

R Discuss career opportunities relating to children. Ask students for specific examples of careers relating to children.

O Invite professionals involved with children to speak to the class about their career. Include representatives of local vocational training programs.

O Bring a newspaper or trade journal and discuss the classified advertisements that relate to jobs involving children. Discuss the requirements and training required for the jobs, the salary ranges, and working conditions of the jobs.

OBJECTIVE 2

List personal qualifications for child care providers.

O Discuss personal qualifications for child care providers. Ask students why they think these qualifications are important. Ask students if there are any other qualifications they would add to this list.

OBJECTIVE 3

State ethical practices.

R Discuss ethical practices and workforce issues. Ask students for their opinions on ethical practices and workforce issues.

O Bring examples of codes of standards or ethics for specific professions.

O Explain that reporting of suspected child abuse and neglect is an ethical as well as a *legal* issue.

OBJECTIVE 4

List steps in making career decisions.

O Discuss the importance of the steps in making career decisions.

O Have students interview a professional involved in a career relating to children. Instruct the students to ask questions relating to why the person chose that career and the steps they took to achieve a position in that career. Review proper interview techniques with students. Have students write a short paper on their interview.

OBJECTIVE 5

Profile child-related businesses in the community. (Assignment Sheet 1)

R See the general instructions for all Assignment Sheets.

O Discuss the economics of child-related businesses in your community. For example, how many people do they employee, do they seem to be doing well financially, etc.

OBJECTIVE 6

Summarize personal interests. (Assignment Sheet 2)

R See the general instructions for all Assignment Sheets.

OBJECTIVE 7

Profile career opportunities. (Assignment Sheet 3)

R See the general instructions for all Assignment Sheets.

O If your school has the *Oklahoma Career Search* book and software, you may choose to use these to help supplement this Assignment Sheet.

OBJECTIVE 8

Compare career opportunities. (Assignment Sheet 4)

R See the general instructions for all Assignment Sheets.

O If your school has the *Oklahoma Career Search* book and software, you may choose to use these to help supplement this Assignment Sheet.

OBJECTIVE 9

Develop a personal career plan. (Assignment Sheet 5)

R See the general instructions for all Assignment Sheets.

O Discuss that proper interviewing skills and resume writing skills are essential in obtaining employment, even if only for part-time or summer work in a field. Obtain the following OSU publications related to obtaining employment and share them with students:

- ☐ T-6102 *Skills for Employment: Assessing Job Skills*
- ☐ T-6103 *Skills for Employment: Writing a Resume*
- ☐ T-6104 *Skills for Employment: The Job Search*
- ☐ T-6105 *Skills for Employment: The Job Application*
- ☐ T-6106 *Skills for Employment: The Job Interview*
- ☐ T-6107 *Skills for Employment: Accepting and Starting the Job*

O Have students write their resume.

O Ask students if any of them are doing things right now that might help them in a future job. Examples might be working part-time, baby-sitting, and volunteer work with children.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.

- Complete each student's Competency Profile.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.

- Describe the rating scale used on the skills test.

- Reteach and retest as necessary.

- Complete each student's Competency Profile.

Posttest

- After they have completed the unit, give students the Written Test again.

- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.

- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

- Complete the appropriate sections of the Competency Profiles.

- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

- *Oklahoma Career Search.* Book and software. Stillwater, OK: Oklahoma Department of Vocational and Technical Education, 1994.

- The following Oklahoma State University Publications:

  - ☐ T-6102 *Skills for Employment: Assessing Job Skills*
  - ☐ T-6103 *Skills for Employment: Writing a Resume*
  - ☐ T-6104 *Skills for Employment: The Job Search*
  - ☐ T-6105 *Skills for Employment: The Job Application*
  - ☐ T-6106 *Skills for Employment: The Job Interview*
  - ☐ T-6107 *Skills for Employment: Accepting and Starting the Job*

  ☑ **NOTE:** For information on obtaining these publications contact your local Oklahoma County Extension Office. Out-of-state teachers may contact their local extension service for publications in their state or may contact Central Mailing Services, Oklahoma State University, Stillwater, OK 74078-0550.

UNIT REFERENCES

Publications

- Brisbane, Holly E. *The Developing Child.* Mission Hills, CA: Glencoe Publishing Company, 1988.

- Decker, Celia A. *Children: The Early Years.* South Holland, IL: The Goodheart-Willcox Company, Inc. 1990.

- Hildebrand, Verna. *Parenting and Teaching Young Children.* New York: McGraw-Hill, 1990.

- *Housing and Home Furnishings.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1994.

- Ryder, Verdene. *Parents and Their Children.* South Holland, IL: The Goodheart-Willcox Company, Inc., 1990.

ASSIGNMENT SHEETS

OBJECTIVE 5

Assignment Sheet 1

Student answers will vary. Students should profile two child-related businesses in the community. The profiles should be a one-page summary and include responses to the criteria listed in the Assignment Sheet. Papers should contain correct grammar, spelling, and punctuation.

OBJECTIVE 6

Assignment Sheet 2

Student answers will vary. Students should respond to each question listed.

OBJECTIVE 7

Assignment Sheet 3

Student answers will vary. Students should respond to each question listed.

OBJECTIVE 8

Assignment Sheet 4

Student answers will vary. Students should respond to each question listed.

OBJECTIVE 9

Assignment Sheet 5

Student answers will vary. Students should complete the personal career plan.

WRITTEN TEST

OBJECTIVE 1

Answer should include the following:

- **Art and design services** – a wide variety of careers involving the design and production of children's products such as toys, literature, and clothing
- **Child care services** – careers related to the physical care of children while their parents are at work or for children who have been temporarily or permanently removed from their homes
- **Children's products and services** – careers involving the sell of goods and services for children
- **Dietary services** – careers related to providing appropriate nutrition for children
- **Education services** – careers related to the intellectual development and training of children
- **Health services** – careers related to the health and physical well-being of children
- **Psychological and social services** – careers related to the mental health and welfare of children
- **Recreation** – careers related to the providing children with opportunities in sports, fitness, arts and crafts, etc.

OBJECTIVE 2

Answer should include the following in any order:

- Adaptability and flexibility
- Accept physical closeness from young children
- Comfortable in helping young children with physical needs
- Concern for children's welfare
- Good communication skills

- Leadership skills
- Enjoy being around children
- Patience

OBJECTIVE 3

Answer should include the following:

- Be an advocate for children
- Employee responsibilities
- Knowledgeable about your field and current research
- Report child abuse or neglect
- Separate your personal opinions and feelings from your work
- Supportive of parents

OBJECTIVE 4

Answer should include the following:

1. Identify and evaluate personal characteristics, aptitudes, skills, and hobbies
2. Compile a list of working conditions of personal importance.
3. Research careers of interest.
4. Set challenging but realistic career goals.
5. State goals specifically and in writing.
6. Set a time schedule for meeting goals.
7. Obtain needed training and/or education.
8. Pursue a position in the field of interest.

OBJECTIVE 5

Evaluated on Assignment Sheet 1.

OBJECTIVE 6 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 7 **Evaluated on Assignment Sheet 3.**

OBJECTIVE 8 **Evaluated on Assignment Sheet 4.**

OBJECTIVE 9 **Evaluated on Assignment Sheet 5.**

CIMC
TEST CODE SHEET

VOCATIONAL PROGRAM (BOOK TITLE) **Parenting and Child Development**

UNIT NUMBER AND TITLE **— 13 — Exploring Careers Relating to Children**

TOTAL NUMBER OF TEST QUESTIONS **30**

TOTAL NUMBER OF BASIC SKILL QUESTIONS **8**

OBJECTIVE NUMBER	TEST QUESTION NUMBER(S)	BASIC SKILL CODE(S)
1	1-8	W
2	1-8	X
3	1-6	X
4	1-8	X
5	Evaluated on AS 1	
6	Evaluated on AS 2	
7	Evaluated on AS 3	
8	Evaluated on AS 4	
9	Evaluated on AS 5	

Parenting and Child Development

Instructional Supplement

Reading

Writing

Math

Science

Oral Communication

Interpersonal or Relating

Creative Thinking/ Problem Solving

Employability

Social Studies

Reading Comprehension

- If students have difficulty gaining factual information:
    - Remind students that they probably read for many reasons. One of these reasons is to learn new information. The reason you have for reading helps determine the way you read.
    - Have students discuss the different techniques they use when reading. Lead the discussion so that students realize that, when they read for fun, they may read quickly; they may skim some parts and read others more carefully. Reading for facts requires more care.
    - Suggest that one technique found to be successful includes the following steps:
        - Identify in advance what it is you want to learn. Be certain that before starting to read, you have a clear understanding of what you want to accomplish. It sometimes helps to list the questions to be answered.
        - If the material to be read includes a table of contents, study it to get an understanding of how the material is organized.
        - Scan through the material noting headings, highlighted information, illustrations, etc.
        - Read the material carefully. Take notes or highlight as you read, listing or marking the information you want to learn. Note key words and ideas.
        - Study your notes/highlighted material. Ask yourself if you found all you wanted to learn. If not, read the material again or locate another source for the information.
    - Tell students that they should find a personal technique for reading to learn factual information.
- If students have difficulty analyzing cause and effect:
    - Remind students that in today's society, we often want to know why something happened. Often, if we examine what is to be done, we will be able to determine in advance the effect or result of the action. This can help us repeat successes and avoid mistakes.

- Provide opportunities for students to practice recognizing cause-and-effect relationships by using examples and questions like the following:
  - Melissa practiced many hours and won the contest. Why did Melissa win the contest? (She practiced many hours.) What was the result of practicing? (She won the contest.)
  - Phillip followed the directions carefully, so the model worked perfectly. What happened because Phillip followed the directions carefully? (The model worked perfectly.) Why did the model work perfectly? (Phillip followed the directions carefully.)
- Introduce "cause-and-effect analysis." Define it as a systematic tool for looking at effects and the causes that create or contribute to them. State that cause-and-effect analysis can be used (1) to identify and verify factors which are causing a problem, or (2) to identify factors that must appear in a successful solution to a problem (effect).
- Use the following steps for presenting cause-and-effect analysis:
  - Identify the effect to be analyzed. Write it out at one end of a large sheet of paper, or on the chalkboard. (Think of the effect as the head of a fish. Cause-and-effect diagrams are also known as "fishbones," due to their shape, or Ishikawa diagrams, after their inventor.)
  - Draw a horizontal line from the effect and across the paper or chalkboard. (This line becomes the "backbone" of the fish.) From this horizontal line, draw four slanting lines connected to the main line, two above and two below. (These lines are the "major bones" of the fish.)
  - At the end of each slanting line, write the classifications for the main factors that contribute to the effect: People, Procedures, Equipment, and Environment.
  - On each slanting line ("major bone"), ask students to identify the specific factors that may be causing the effect. Write the factors on the appropriate slanting line (People, Procedures, Equipment, or Environment) and parallel to the "backbone." Instruct students to use brainstorming or other method to identify these factors.
  - From the specific factors identified, ask students to identify the most significant factor(s). Then, have students gather more information to verify the factor's causal relationship to the effect.
- After students become comfortable recognizing simple cause-and-effect relationships, have them create their own examples.

- If students have difficulty drawing conclusions:
    - Remind students that when they analyze a situation, perform a job task, or even discuss a television show or movie, they will often be asked to demonstrate understanding by telling what happened and explaining why it happened.
    - Provide opportunities for students to practice drawing conclusions by describing events, such as a group of people crowded around a table that has a decorated cake with lighted candles on it, and asking them to decide what is happening. Have them explain why they reached that conclusion.
    - Provide opportunities for students to practice drawing conclusions. Present students with descriptions of events, or with photographs or drawings, and ask them to describe what is happening. Ask the student(s) to support each response.
    - Remind students that before they can draw conclusions, they must carefully observe what is happening and think about why it is happening. In more complex situations, it is often a good idea to take notes about possible conclusions as you work.
- If students have difficulty reacting to written material:
    - Explain to students that, in order to be able to react effectively to written material, the reader should first have an idea of what he or she is looking for in the material.
    - Discuss ways in which written material can prompt a reaction by the reader. (For example, a written warranty or guarantee can stimulate a consumer's letter of redress.) Ask students for other examples.

Research and Reference

- If students have difficulty selecting useful resources:
    - Review the different types of resources available to students. Have volunteers tell what kind of information can be found in each resource type. Have them discuss the types of projects on which each resource can assist.
    - Help students learn how to locate each resource in libraries, resource centers, or media centers.
- If students have difficulty locating resources:
    - Review the different types of resources available to students. Have volunteers tell what kind of information can be found in each resource type. Have them discuss the types of projects on which each resource can assist.

  - ☐ Have students volunteer to tell how they would locate the resources discussed. (Be sure they know how to locate each resource in libraries, resource centers, or media centers.) Discuss the use of the library's card catalog or its computerized location system.

- If students have difficulty finding materials in the library:
  - ☐ Have the school librarian review use of the card catalog or computer index in the library. If possible, those students who have never visited the library, or who appear to have difficulty remembering the procedures for locating materials, should have a supervised tour.
  - ☐ Display examples of catalog cards and computer printoutswith the overhead projector. Have students explainthe information listed.
  - ☐ Locating materials in sources other than books; e.g.,periodicals and government documents, can sometimesbe a difficult concept for students to grasp. Spendsome time on this.

- If students have difficulty using standard references:
  - ☐ Review the purpose(s) of the specific reference work. Give examples of situations and the reference appropriate for each.
  - ☐ Illustrate the proper use of each reference work. Have students practice using each reference in a task-specific situation.

- If students have trouble using magazines and newspapers:
  - ☐ Explain to students that there are many more types of magazines than those they commonly see in retail store checkout stands. Have them visit a bookstore and see the many types of hobby and special interest magazines available.
  - ☐ Tell students that whatever career they choose they will likely have access to magazines and other publications that will keep them abreast of news and new developments in their career field.
  - ☐ Explain to students that the local newspaper is their link to their community. Not only does it provide news and feature stories but it also provides advertisements that will help them make good consumer decisions.

Functional Reading

- If students have difficulty following written instructions:
  - ☐ Discuss the possible consequences of not following instructions precisely.

☐ Review the *importance* of following written instructions. Give appropriate scenarios when written instructions are not followed or are not followed completely and correctly.

☐ Discuss the *relationship* between the order of written instructions and the appropriate outcome. Emphasize the need to follow written instructions in their proper order. Use examples where the order of instructions in a sequence is critical to the outcome of the task.

☐ Explain to students that one of the keys to following written directions successfully is to read the directions completely before actually beginning to follow them. Doing this ensures that you will not be surprised as you work through the steps. It also gives you an opportunity to ask questions about steps you do not understand.

☐ Tell students that, after they have read the directions and understand what to do, they should go back to Step 1 and follow the directions step-by-step (without skipping any steps). Remind students that it is important to follow steps in order, even if they think they already know what to do.

- If students have difficulty using content area vocabulary:

☐ Remind students that nearly every occupation or group uses words that have specific, specialized meanings to others in the same occupation or group. Have them name and define some content area, technical, or "slang" words with which they are familiar.

☐ Explain that using content area or technical words makes it easier for people within groups or occupations to communicate ideas accurately. Remind students that often the same word may have a generic meaning to the majority of people, but a very specific meaning within an industry.

☐ Review key terms and concepts, so that students hear, see, write, and say them.

☐ Have students suggest ways to learn the meanings of the vocabulary specific to what they are studying. Provide opportunities for students to practice using the terminology they will need.

Language

- If students have difficulty using standard grammar, spelling, and capitalization:
    - Discuss the importance of using standard grammar and correct spelling, punctuation, and capitalization. Include the fact that it is more difficult to read and understand incorrectly-written materials, and that readers will take correctly-written materials more seriously.
    - List common errors in grammar, spelling, punctuation, and capitalization in materials written by your students. Review this list with the class or with individuals.
    - Help students to develop a checklist to use as they write, edit, and proofread. Each student can personalize his or her own checklist by adding the items that present the most problems to him or her. If spelling is a problem, suggest that the student keep a personal dictionary of frequently used or misspelled words.
    - Have students work with partners or in groups and review each others' writing. Allow time for students to discuss the comments with their partners or groups.
    - Suggest that as students write or proofread their own writing, they circle or mark places where they are unsure of the correct grammar, punctuation, capitalization, or spelling. Provide materials (English grammar/mechanics books or style guides) or class time for students to review, revise, or correct their writing.
- If students have difficulty stating ideas clearly:
    - Remind students to determine in advance the ideas they want to convey and the audience they want to reach. Audience analysis is very important in presenting ideas clearly and appropriately.
    - State that audience analysis begins early, such as when students are doing their research. They must describe their intended audience and decide how to best present their ideas to that audience. Options for communicating with the audience include written reports, charts, graphs, diagrams, etc. Explain how the audience influences the way in which the information is presented (such as very simple text with pictures, for children; a great deal of background information, for people who know nothing about or very little about the subject; or, little background but more complex information, for experts).

- Have students work with a partner or in a small group. Provide time for them to share ideas with each other and make suggestions for making ideas clearer.
- Remind students that careful preplanning and the use of correct grammar, spelling, punctuation, and capitalization are especially important if their ideas are to be clearly understood by the intended audience.

Composition

- If students have difficulty using complete sentences:
    - Remind students that complete sentences should be used in all writing assignments requiring paragraphs. Discuss what makes a group of words a sentence. Have students practice recognizing complete sentences using either exercises from any grammar/language arts text or self-prepared sentence activities.
    - Have students volunteer to compose complete sentences using words or topics you suggest. Write the sentences on the board. Have other students analyze the sentences to determine if they are complete. If not, have a volunteer rewrite them as complete sentences.
    - Review the definition of "sentence fragment."
    - Ask students for the three things needed for a complete sentence: subject, verb, and complete thought.
    - Create samples of complete sentences and sentence fragments. For each sample, ask students whether each is a complete or fragmented sentence. Ask whether each sample answers the questions "who or what did something?" and "what happened?" For those samples identified as sentence fragments, ask students for one or more ways of completing the sentences. Continue until you are sure that students are comfortable with this method for determining if a sentence is complete.
    - Stress the importance of using complete sentences in all "sentence or paragraph" style writing.
- If students have difficulty composing reports:
    - List the steps that students should follow when composing a report. These steps should include the following:
        - Identify the topic to be researched.
        - Decide what you must know about the topic. Then, write the questions that, when answered, will tell you what you want to know.

    - Identify sources of information for answering your questions.
    - Take notes, using the sources identified.
    - Write the report from your notes. Write a first draft, then edit and revise the draft by asking if it contains all of the information needed.
    - Proofread the final draft for spelling, grammar, format, and any special requirements.
  - ☐ See also the instructional supplements for "Research Skills."

Research

- If students have difficulty taking notes:
  - ☐ Remind students of the importance of note-taking to the preparation of the final product. Explain that, because notes are for the student's own use, students should develop their own note-taking style. It will also be easier to prepare the final product if students take notes in their own words (instead of copying directly from the original source).
  - ☐ Have students volunteer to discuss some of their own note-taking techniques. Suggest that others may wish to experiment with some of these techniques.
- If students have difficulty creating a bibliography:
  - ☐ List different standards for creating bibliographies, such as the Gregg Reference Manual, the APA manual, and others. Show students how to use the different sources.
  - ☐ Illustrate samples of bibliographic reference notes. Point out their integration within a composition, the ways in which they are referenced on the page on which they appear, and the layout of a separate page for bibliographic references.
  - ☐ Discuss techniques for recording bibliographic references while preparing to write a report. Point out the use and benefits of a system of index cards.

Functional Writing

- If students have difficulty completing forms and records:
  - ☐ Remind students to first decide what information is being requested. Examine the structure of the forms used. This saves time by identifying the needed information so that time will not be spent on unwanted information.

    - Tell students to plan responses carefully before putting them in a final form. If the responses call for sentence or paragraph information, it is always a good idea to write the response in rough draft form, then edit, proofread, and rewrite the draft in a final form. Stress the importance of accurate, legible records.

Math Application

- If students have difficulty solving percent problems:
    - Discuss the approach to solving percent problems.
    - Solve a sample percent problem similar to the problems to be solved by students.

Functional Math

- If the student has difficulty solving income/expense problems:
    - Define the terms **income** and **expenses**. Compare these terms to **debit** and **credit**. For example, a paycheck deposited into a personal checking account is a debit (income); a check written to pay for something is a credit (expense).
    - Create a variety of word problems/scenarios where the student earns a specific wage per hour and works a specific number of hours per week or month. Require the student to calculate the income for the period (without accounting for taxes). then, provide a list of typical expenses, such as rent, car payment, food, utilities, etc. Have the student deduct the expenses from the income calculated. Remind the student that you **add** income and **subtract** expenses.

Life Science

- If students have difficulty investigating/applying the principle of genetics/heredity:
    - Review the reasons we study genetics and heredity.
    - Review the principles important to the specific assignment.
    - Break the assignments into smaller portions and evaluate performance often.
- If students have difficulty investigating health issues:
    - Review the issues relevant to the specific assignment.
    - Explain the reasons for investigating the particular issues and why they are important to the students.
    - Provide practice assignments.
    - Break the assignments into smaller sections and evaluate performance frequently.

Oral Presentation

- If students have difficulty making informative presentations:
    - Emphasize the value of carefully plan what students want to say and how they want to say it.
    - Name an audience and a topic. Have students discuss ways to make an informative presentation to the audience about a given topic. Have them think about ways of relating the topic to the audience. Ask them how they would change the presentation if the audience were different.
    - Remind students that visual or audio materials sometimes help make presentations more informative and easier to understand.

- If students have difficulty using good speaking techniques:
    - ☐ Demonstrate good speaking techniques: speak in a voice loud enough to be heard, but not loud enough to be offensive.
    - ☐ Suggest that students practice before doing the actual presenting. Practicing in front of a mirror helps many presenters.
    - ☐ Discuss the importance of knowing their data so that the speech is smooth, without long pauses or frequent "uh's." Remind students to stress important facts by slowing down or speaking louder. It is also good to repeat or summarize important points.
- If students have difficulty using effective body language:
    - ☐ Remind students that sometimes body language says as much as, or more than, the words used. Have them discuss or demonstrate their knowledge of body language.
    - ☐ Discuss the importance of conveying the appropriate message when making oral presentations. Have a volunteer demonstrate body language that says "I am confident; I know what I'm talking about and should be listened to."
    - ☐ Discuss how body language is used in skits and in mime to convey the appropriate meaning.
- If students have trouble presenting an appropriate appearance:
    - ☐ Remind students that their appearance will have an effect on the overall perception of their presentation and that a professional appearance conveys the message of competence and confidence.
    - ☐ Ask students how they would view a person speaking on "dressing for success" who wore a ragged shirt, dirty jeans, and old tennis shoes.
    - ☐ Remind students that in the business world, they will probably be required to wear professional dress when making presentations.

Listening

- If students have difficulty applying active listening skills:
    - ☐ Remind students that they spend much of their time listening to what other people are saying. Ask them if they have ever tried, unsuccessfully, to remember what someone said. Explain that this happens to almost everyone. Ask why they think this happens.

  - Discuss the importance of listening carefully and attentively to conversations, discussions, and interviews. Explain that students should always have a purpose for listening and should always keep that purpose in mind while listening. Suggest that they take notes or record interviews or discussions that they need or want to remember or use later.
  - Encourage students to become familiar with the subject matter before communication begins.
  - Have students practice listening to and repeating information.
  - Present some helpful guidelines for effective listening, such as being ready to listen, focusing on the speaker, and maintaining eye contact with the speaker.

Interactive Communications

- If students have difficulty applying questioning techniques:
  - Remind students to plan in advance what they want to ask during an interview by deciding what they need to learn from the interview.
  - Explain that it is always good to have a written list of the questions to be asked, so that important questions are not omitted. Give examples of such questions.
- If students have difficulty conducting interviews:
  - Remind students to always either record the interview in detail or take notes, instead of relying on memory.
  - Discuss the importance of being prepared for an interview. Suggest that students always take a written list of questions to ask.
  - Remind students to thank the person being interviewed, after the interview. For additional suggestions, see the section on questioning techniques.

Teamwork/Cooperative

- If students have difficulty identifying values/attitudes:
  - Define values and attitudes. Give examples of how everyone has beliefs, values, and attitudes that are formed as they grow up, and how these often change as the person encounters new experiences, new friends, new jobs, etc.

- Define core values for an *organization*: core values are fundamental ethical, moral, and professional business beliefs. These beliefs should guide business decisions. Explain that core values also form the basis for a firm's desired personnel and corporate *stakeholder* relationships. (Identify "stakeholders" as persons, groups, or organizations having an interest in your organization and its mission. Ask students for examples, such as boards of directors, advisory councils, owners, stockholders, employees, customers, suppliers, regulatory agencies, communities, unions, and taxpayers.)
- Discuss why it is important for each person to identify personal values and attitudes. Remind students that everyone's personal beliefs should be respected. Have volunteers share some of their personal values or attitudes.
- Lead discussions on topics to help students think about their beliefs. Do not force students to share personal beliefs. Encourage all students to think about what they believe.

Cognitive Activities

- If students have difficulty collecting/recording information:
    - Suggest that they first decide how and where the information will be collected and recorded. It is also very helpful to identify how the information will be used. Explain that it is always best to come prepared with pencil or pen and a preplanned sheet for recording the specific information to be collected. This preparation allows you to devote careful attention to your work.
    - Research and outline for students the steps in using any of the following "tools" for collecting/recording information: brainstorming, brainwriting, checksheets, interviewing, and surveying.
- If students have difficulty analyzing/synthesizing information:
    - Define the terms "analyze" and "synthesize." Compare and contrast their meanings.
    - Remind them that to analyze they must break the information down into all its component parts in order to understand it.
    - Remind them that to synthesize information they should put all the component parts together in a way that makes the information usable.
    - Explain that it is usually necessary to learn about complex items or things by examining their make-up or parts, such as studying body structure by examining each individual system or studying auto mechanics by examining the different automobile systems.

  - Also explain that it is sometimes necessary to then study the whole item or thing by studying how the parts work together to make the whole item work. This examination helps us identify and compare the relationships the parts have with each other.
  - Help the students understand the concepts by asking what they would do if they turned on a light and nothing happened. Lead them to discuss that they would probably first check to see if the light was plugged in or if the bulb was burned out. Plugging it in or replacing the light bulb might make the light come back on.
  - Then ask the students what they would do if the light still didn't work. Lead them to the conclusion that they should check to see if all the electricity was off. If it is, they will have to think about what they know about the whole electrical system—what are its parts. Identifying the parts of the whole will help them identify the problem.

- If students have difficulty drawing conclusions:
  - Remind students that when they conduct an experiment, perform a job task, or discuss a subject, they will often be asked to draw conclusions. Give examples of such situations.
  - Explain that, before conclusions can be drawn, students must first observe carefully what is happening and why it may be happening. Suggest that, with complex experiments, a good set of notes taken while conducting the experiment can help in drawing conclusions.
  - Have students practice drawing conclusions. When possible, choose situations appropriate for the occupation or subject (such as an actual experiment, etc.). Or, use a general situation using photographs or a videotape without the volume. Ask students to state what is happening in each picture (their conclusion). Have students support their conclusions.
- If students have difficulty evaluating an alternative:
  - To evaluate alternatives, suggest that students begin by listing the criteria which must be met by any alternative. Then, they can judge potential alternatives in terms of the criteria.
- If students have difficulty devising a solution:
  - Review the critical elements/issues of the problem.
  - Review the definition of the problem.
  - Review the goals for solving the problem.
  - Discuss the alternative they have chosen to solve the problem.

- If students have difficulty creating a finished product:
    - Have them to go back to the beginning and reidentify what it was they wanted to accomplish. Have them ask themselves how they intended to accomplish this and why it has been difficult to accomplish. Have them decide if their original idea is "do-able" or if they should decide on a new final product that they will be able to complete.
    - Be sure that the students realize that one of the most important aspects of creating a finished product is the planning of the desired finished product.

Job Search/Selection

- If students have difficulty analyzing personal occupational aptitudes/preferences:
    - Define "aptitude" as a natural talent. Give examples, then ask students for personal examples.
    - Define "preference" as a personal choice or favorite. Give examples, then ask students for personal examples.
    - Explain how aptitudes, preferences and personal interests (such as hobbies) can relate to a career choice and how they can be helpful in the career decision-making process. Match examples of career areas to examples of aptitudes, preferences, hobbies and other personal interests relating to each career area. Ask students to provide additional examples.
- If students have difficulty investigating employment prospects of a career field/occupation:
    - Introduce sources of occupational information: *Occupational Outlook Handbook, Dictionary of Occupational Titles, Guide for Occupational Exploration*, and computerized guidance programs. Invite a career development specialist, librarian or other resource person to discuss career exploration and the sources of occupational information.
    - Have students analyze classified advertisements from newspapers, magazines, and trade publications for a picture of current employment prospects.
- If students have difficulty investigating training requirements for a career field/occupation:

  - Introduce sources of occupational information: *Occupational Outlook Handbook, Dictionary of Occupational Titles, Guide for Occupational Exploration*, and computerized guidance programs. Invite a career development specialist, librarian or other resource person to discuss career exploration and the sources of occupational information.

  - Review interviewing skills and ask students to interview someone in a desired career field/occupation.

  - Identify relevant industry and trade associations; ask students to contact them for specific career field/occupational requirements.

- If the student has difficulty comparing/evaluating career options:

  - Identify factors involved in comparisons of career options, such as: salary, location, benefits, potential for advancement, satisfaction, and others.

  - Ask the student to rank the factors according to their importance to the student. Then, give examples of competing employment opportunities and ask the student to choose one option and explain that choice.

  - Discuss the importance of having clear personal goals before choosing a career option.

- If students have difficulty developing a personal career path:

  - Outline the steps in career decision-making:

    - Gather personal information (interests, aptitudes, skills, values).

    - Identify occupations and career interest areas.

    - Compare job information to interest areas.

    - Define career goal.

    - Develop a plan of action.

    - Evaluate and revise plan of action as needed.

  - Introduce sources of occupational information: *Occupational Outlook Handbook, Dictionary of Occupational Titles, Guide for Occupational Exploration*, and computerized guidance programs. Invite a career development specialist, librarian or other resource person to discuss career exploration and the sources of occupational information.

  - Create a format for a personal plan of action, or ask students to design a plan.

Job Acquisition/Development

- If students have difficulty mastering specific job task/procedure:
    - Discuss the importance of mastering specific job tasks or procedures. Explain that it is probably impossible to find a job where there isn't a task or procedure to be mastered. Remind them that future employers will be more likely to hire people who can already perform the tasks required.
    - Ask the students to share methods they have used to master specific job tasks or procedures. Discuss these methods with the class.
    - Emphasize the fact that practice makes a person proficient and proficiency makes a person confident.
    - Suggest they study each component of the procedure to determine which area is causing difficulty.
    - Review the entire procedure.
    - Team them with proficient students or professionals to practice the procedure.
- If students have difficulty practicing good personal presentation:
    - Remind students that making a good impression will have an impact on all they do in school and in the workplace.
    - Remind students that their actions as well as their outward appearance has a bearing on their personal presentation.
    - Refer to the oral communication skills section on presenting an appropriate appearance for more information.

Functional Social Studies

- If students have difficulty analyzing the social impact of science/technology:
  - Ask the students to name and discuss ways that science and technology effect their lives. Ask if they can name any advances that have become controversial. Some possible topics to introduce, if the students don't think of any, include the use or disuse of life support machines, the use of suicide machines, organ transplants, genetic engineering, and artificial insemination. Other possible topics could be use of pesticides, needs of people for more land versus endangered animals, etc.
  - Any discussions should help the students realize that issues such as these have more than one side. They should also see how important it is that they study issues and form their own opinions. Encourage students with particular interests to do further research.

Parenting and Child Development

Instructor's Resource Package

LAP Sheets

Transparency Masters

Written Tests

Handouts

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LAP
SHEET

DESCRIBING THE FAMILY AND ITS FUTURE

1

Check the blank as you complete each step.

1. **Take** ___ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ___ the introduction, unit objective, and specific objectives.

3. **Do** ___ the focus assignments.

4. **Stop** ___ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ___ the Information Sheet, objectives 1 and 2.

Optional: Write ___ a short paper on extended families. Include a discussion on how extended families may be maintained in today's mobile society.

Optional: Write ___ advantages and disadvantages of each type of family structure.

6. **Study** ___ the Information Sheet, objective 3. Think about how families have changed over the years.

Optional: Interview ___ elderly relatives or other individuals about how they lived as children, and how families have changed over the generations. Ask questions about how family roles and the division of labor have changed, and what aspects of family life from the past are special strengths that should be preserved in families today.

Optional: Prepare ___ a report and/or visual display that focuses on the changing roles of men and women. Address the effects these changes have on the family and the roles and responsibilities of family members.

May be photocopied for student use.

7. **Do** ___ Assignment Sheet 1.

8. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

9. **Study** ___ the Information Sheet, objective 5. Think about the advantages and disadvantages of dual-career families. Write a short paragraph on what you have seen or experienced to be the effects of living in dual-career families.

10. **Study** ___ the Information Sheet, objective 6.

11. **Do** ___ Assignment Sheet 2.

12. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

Optional: Make ___ your own personal family tree.

13. **Study** ___ the Information Sheet, objective 8.

Optional: Find ___ examples of at-risk families in magazine or newspaper articles. An example would be a story about increasing teenage violence.

14. **Study** ___ the Information Sheet, objective 9. Think about the changes that families are faced with and how some families become stronger while other families will break up because of the impact of the changes.

15. **Do** ___ Assignment Sheet 3.

16. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

17. **Take** ___ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

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WRITTEN TEST

DESCRIBING THE FAMILY AND ITS FUTURE

1

Name ________________________________ Score __________

OBJECTIVE 1

Identify functions of families. Write an "X" in the blank before each correct answer.

____ 1. To receive security and emotional support which includes love, acceptance, understanding, and encouragement from each other.

____ 2. To buy children everything they want.

____ 3. To help children and young people learn about societal and family values such as honesty, sharing, and fair play.

____ 4. To make decisions for those members who are uncertain of themselves.

____ 5. To provide physical care of individuals.

____ 6. To restrain praise and affection so children will not become spoiled.

____ 7. To raise children and accept the challenges and rewards of parenthood.

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OBJECTIVE 2

Match types of family structures to their descriptions. Write the correct letters in the blanks.

A. Blended family
B. Bonded family
C. Cooperative family
D. Extended family
E. Non-child family
F. Non-traditional family
G. Nuclear family
H. Previous family
I. Single-parent family

____ 1. A couple who marries and establishes a home of their own; may include dependent natural children, adopted, and/or foster children, or the couple may not have children

____ 2. All generations and relatives who are direct descendants of a person

____ 3. Couples without children or couples whose children have grown up and left the home

____ 4. When one parent lives with his or her children; parent may be divorced, widowed, or never married

____ 5. When the parent in a single-parent family marries; family will include at least one stepparent and one stepchild, but may include two stepparents and several stepchildren

____ 6. Nonrelated people who join together to raise their children as one family

OBJECTIVE 3

Discuss characteristics of families past and present. Write a short discussion of families past and present.

____

____

____

____

____

____

____

May be photocopied for student use.

OBJECTIVE 4

Evaluated on Assignment Sheet 1.

OBJECTIVE 5

List the effects dual-career families have on family members. List eight effects in the blanks provided.

1.

2.

3.

4.

5.

6.

7.

8.

May be photocopied for student use.

OBJECTIVE 6

Distinguish among stages of the family life cycle. Identify each stage by writing the correct letters in the blanks.

A. Stage 1
B. Stage 2
C. Stage 3
D. Stage 4
E. Stage 5
F. Stage 6
G. Stage 7
H. Stage 8

_____ 1. Adolescent years; couple with oldest child between 13 and 18 years

_____ 2. Childbearing years; couple with infants or toddlers

_____ 3. Launching years; the time when the oldest child leaves home until the last child leaves home

_____ 4. Middle-age; the time when children leave home until the couple retires

_____ 5. Newly-married couple; no children

_____ 6. Preschool years; couple with oldest child between 3 and 6 years

_____ 7. Retirement; the time from retirement until death of both spouses

_____ 8. School-age; couple with oldest child between 6 and 13 years

OBJECTIVE 7

Evaluated on Assignment Sheet 2.

May be photocopied for student use.

OBJECTIVE 8

Identify at-risk families. Write an "X" in the blank before each correct answer.

____ 1. Children with limited English proficiency

____ 2. Children with various physical and mental disabilities

____ 3. Children from single parent families

____ 4. Children from dual-career families

____ 5. Children who are proficient in the English language

____ 6. Children attending schools with a high concentration of students who live in poverty

____ 7. Families headed by older parents

____ 8. Families headed by teenage parents

____ 9. Individuals who complete a high-school education

____ 10. Individuals with employment skills

____ 11. Individuals who dropout and/or fail in school

____ 12. Individuals lacking the necessary skills for employment

____ 13. Members of minority groups in racial isolation

____ 14. Those who live in poverty or low-income households

____ 15. Children who live in neglectful and/or non-nurturing families

____ 16. Families headed by parents with college educations

____ 17. Children who live in families where substance abuse occurs

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OBJECTIVE 9

Discuss the impact of changes affecting families. Write a short discussion for each item.

1. **accident/injury/illness** – ______________________________

   ____

   ____

   ____

   ____

2. **birth of a family member** – ______________________________

   ____

   ____

   ____

   ____

3. **crime** – ______________________________________

   ____

   ____

   ____

   ____

4. **divorce** – ______________________________________

   ____

   ____

   ____

   ____

OBJECTIVE 10

Evaluated on Assignment Sheet 3.

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FAMILIES ARE NOT ALL THE SAME

Family 1

Jeff and Mary Jones have been married for six years. They have two children, an infant who is 6 months old and a toddler who is two years old. Jeff is an account executive for an advertising firm. He works from 8:00 a.m. to 5:00 p.m. Monday through Friday and occasionally must put in overtime to meet deadlines. He also has to travel about once a month. Mary stays home with the children.

Family 2

Tanya Johnson is a single parent with one daughter in the fourth grade. She has sole custody of the child. Tanya works as a cashier at a convenience store near her house. She gets up early to get her daughter ready for school, drops the child off and starts work at 8:00 a.m. She has arrangements for the child to stay at a neighbor's house until she can pick her up at 5:30. The neighbor has two children for Tanya's daughter to play with. When Tanya has to work on the weekends, her daughter stays with the neighbor or Tanya's sister. Tanya makes a point to spend part of the evening doing things with her daughter. Tanya usually has every other weekend off and makes a point of doing something special with her daughter.

Family 3

Misty and Mark Hill have been married for three years. They have one son who is 3 months old. Misty and Mark are both registered nurses. They both want to spend time with their son while he is young and day care is difficult to find in their town. They decided to work different shifts so that one parent is always able to care for the son. They both have Sunday and Monday off and usually take one day for themselves when a relative can watch their son.

Family 4

Rob and Linda Maple are grandparents who are raising their two grandchildren, a boy, 12, and a girl, 9. They have had the children since they were 4 and 1. The children's parents were unable to care for the children and Rob and Linda received custody. The boy is mildly retarded. Both are retired and able to devote time for the children. The children do put somewhat of a financial strain on the Maples but they receive much enjoyment from having them around.

Family 5

Matt and Betty Boles are a middle-aged couple whose children have all left home. They both work at a local manufacturing plant. Matt's mother has lived with the couple since her husband passed away. She is beginning to have health problems but is still able to care for herself. She cannot drive so Matt and Betty often drive her to places and functions. She helps Matt and Betty around the house and also contributes to the family income.

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LAP
SHEET

EXPLORING PARENTING

2

Check the blank as you complete each step.

1. Take	___ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.
2. Read	___ the introduction, unit objective, and specific objectives.
3. Do	___ the focus assignments.
4. Stop	___ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.
5. Study	___ the Information Sheet, objective 1.
Optional: Refer	___ to Maslow's Hierarchy of Needs as a reference for basic human needs.
Optional: Read	___ *Am I Parent Material?*
6. Study	___ the Information Sheet, objective 2. Think about how you would handle the various parenthood situations as an adult.
7. Study	___ the Information Sheet, objective 3. Think about how parental adjustments affect the marital relationship.
Optional: Watch	___ *Teenage Mothers: Beyond the Baby Shower.*
8. Study	___ the Information Sheet, objective 4.
9. Do	___ Assignment Sheet 1.
10. Stop	___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

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11.	**Study**	___	the Information Sheet, objectives 6-7. Think about both the rewards and demands of parenting.
12.	**Study**	___	the Information Sheet, objective 8.
	Optional: **Review**	___	basic male and female anatomy and human reproduction by referring to text reading materials.
13.	**Study**	___	the Information Sheet, objectives 9-10.
	Optional: **Read**	___	*Preventing Pregnancy, Ten Ridiculous Ideas That Will Make a Mother Out of You*, and/or *Ten Ridiculous Ideas That Will Make a Father Out of You.*
	Optional: **Watch**	___	*Teenage Mothers: Beyond the Baby Shower*; *Pregnant Teens: Taking Care*; *Teenage Parents: Making it Work*; and/or *It Only Takes Once.*
14.	**Study**	___	the Information Sheet, Objective 11.
	Optional: **Review**	___	the stages of child development by referring to text reading materials.
15.	**Do**	___	Assignment Sheet 2.
16.	**Stop**	___	and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.
17.	**Do**	___	Assignment Sheet 3.
18.	**Stop**	___	and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

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19. Study ___ the Information Sheet, objective 14.

20. Do ___ Assignment Sheet 4.

21. Stop ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

22. Take ___ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

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WRITTEN
TEST

EXPLORING PARENTING

2

Name ______________________ Score __________

OBJECTIVE 1

State responsibilities of parents to their children. Write the responsibilities in the blanks provided.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________
11. ______________________

May be photocopied for student use.

OBJECTIVE 2

Distinguish among the types of parenthood. Write the correct letters in the blanks.

A. Adoptive parent
B. Adult parent
C. Biological or natural parent
D. Extended parent
E. Foster parent
F. Grandparent
G. Guardian
H. Remarried parent
I. Single parent
J. Stepparent

____ 1. Children who are related by blood to the parents; the biological offspring of a man and woman

____ 2. A parent of one's father or mother who may assist parents or help raise grandchildren in times of need or crisis

____ 3. One who assumes legal responsibility for a child and raises the child as his or her own

____ 4. One who has the legal responsibility to care for another person

____ 5. One who provides a temporary living arrangement to children when their own parents are unable to care for them; are reimbursed by the government or private institution for the children's expenses; volunteer their time, effort, and love

____ 6. The spouse of a child's remarried parent

____ 7. Divorced, widowed, or unmarried person with children

OBJECTIVE 3

Name parental adjustments after the birth of a baby. Write the adjustments in the blanks provided.

1. ____
2. ____
3. ____
4. ____
5. ____

May be photocopied for student use

6. ______________________________

7. ______________________________

8. ______________________________

OBJECTIVE 4

Identify financial responsibilities parents face when raising children. Write an "X" in the blanks before the correct answers.

_____ 1. Automobile when children reach age 16

_____ 2. Equipment specific to children's needs

_____ 3. Clothing

_____ 4. Educational expenses

_____ 5. Food

_____ 6. Ongoing medical care and expenses

_____ 7. Money for anything the children "want" but do not necessarily need

_____ 8. Prenatal and hospital care and delivery charges

_____ 9. Private telephone lines for children

_____ 10. Recreational spending money

_____ 11. Shelter

OBJECTIVE 5

Evaluated on Assignment Sheet 1.

May be photocopied for student use.

OBJECTIVE 6

Explain possible rewards and demands of parenting. Answer the folloiwng questions in the blanks provided.

1. How can parenting be **rewarding**? Support your answer with examples, if possible.

____

____

____

____

2. How can parenting be **demanding**? Support your answer with examples, if possible.

____

____

____

____

OBJECTIVE 7

Discuss in writing basic characteristics of parent readiness. Discuss the characteristics in the blanks provided.

1. **Emotional** – ______________________

____

____

____

____

____

May be photocopied for student use.

2. **Financial** – ____

____

____

____

____

____

3. **Intellectual** – ____

____

____

____

____

____

4. **Physical** – ____

____

____

____

____

____

5. **Social** – ____

____

____

____

____

____

May be photocopied for student use.

OBJECTIVE 8

Describe medical techniques available to help couples overcome infertility. Describe four techniques in the blanks provided.

1.

2.

3.

4.

May be photocopied for student use.

OBJECTIVE 9

Distinguish among methods of contraception. Write the correct letters in the blanks.

A. Abstinence
B. Antibiotic
C. Birth control pill
D. Chemical barriers
E. Coitus interruptus
F. Condom
G. Contraceptive sponge
H. Diaphragm and Cervical cap
I. Douching
J. Fertility awareness
K. Implants
L. Intrauterine device (IUD)
M. Unprotected sex
N. Voluntary sterilization
O. Withdrawal

____ 1. A one-time procedure that is more than 99 percent effective; vasectomy in males or tubal ligation in females are surgical procedures where ducts carrying sperm or eggs are cut and tied

____ 2. A rubber sheath which is placed over the penis to keep sperm from entering the vagina; is easily obtained, does not require a prescription, and is an 80 to 97 percent effective means of birth control

____ 3. A sponge which is inserted in the vagina before intercourse, covers the cervix to block sperm from entering the uterus, and contains spermicide to help kill sperm; available without a prescription and is 82 to 90 percent effective

____ 4. Avoidance of sex entirely; 100 percent effective method of preventing pregnancy

____ 5. Avoidance of unprotected vaginal intercourse during fertile periods; 75 to 99 percent effective

____ 6. Oral contraceptives taken by women; pill contain hormones that stop eggs from leaving the ovaries; 98 to 99 percent effective when taken daily and as prescribed by a physician

____ 7. Reversible birth control method where a physician inserts six thin, flexible capsules containing levonorgestrel (a synthetic progestin) under the skin of the inside part of a woman's upper arm; prevents ovulation and provides continuous birth control for up to 5 years; can be removed by the physician at any time, and the previous level of fertility returns; 97 to 99 percent effective

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____ 8. "Spermicide" in the form of special foams, jellies, creams, or vaginal suppositories containing chemicals that immobilize and kill sperm when inserted into the vagina before intercourse; 64 to 97 percent effective when used as the only method of birth control

____ 9. Temporary barrier that is fitted by a physician and securely covers the cervix to prevent sperm from reaching the egg; 80 to 98 percent effective when used with a spermicide

____ 10. Temporary, prescription method of birth control in which a small plastic device is inserted into the uterus by a physician to prevent conception and/or egg attachment to the uterus; 94 to 99 percent effective

OBJECTIVE 10

State special challenges faced by teenage parents. Write the challenges in the blanks provided.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____

OBJECTIVE 11

List parenting skills needed for guiding healthy child development. Write the skills in the blanks provided.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____

May be photocopied for student use.

7. ______________________________

8. ______________________________

OBJECTIVE 12

Evaluated on Assignment Sheet 2.

OBJECTIVE 13

Evaluated on Assignment Sheet 3.

OBJECTIVE 14

Describe how characteristics are passed down from ancestors.
Describe how characteristics are passed down from ancestors in the blanks provided.

OBJECTIVE 15

Evaluated on Assignment Sheet 4.

May be photocopied for student use

LAP SHEET

DESCRIBING PREGNANCY, PRENATAL CARE, AND CHILDBIRTH

3

Check the blank as you complete each step.

1. **Take**	___ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.
2. **Read**	___ the introduction, unit objective, and specific objectives.
3. **Do**	___ the focus assignments.
4. **Stop**	___ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.
5. **Study**	___ the Information Sheet, objective 1.
Optional: Read	___ the OSU Cooperative Extension Service publication *Pregnancy: The Months Before Birth.*
6. **Study**	___ the Information Sheet, objective 2.
Optional: Write	___ a short report on one normal body change and why it occurs or is to be expected during pregnancy.
7. **Study**	___ the Information Sheet, objectives 3-4.
Optional: Refer	___ to textbook information to review the female anatomy.
Optional: Research	___ a teratogen and report your findings to the class.

May be photocopied for student use.

8. Study	___	the Information Sheet, objective 5. Think about the impact a woman has on the health of her baby.
Optional: Refer	___	to textbook information and other sources, such as government publications, for further information on nutrition.
Optional: Write	___	a short report on current information regarding caffeine consumption, exposure to household cleaning products, prolonged exposure to high temperatures (such as saunas or hot tubs), or radiation exposure during pregnancy.
Optional: Read	___	*Babies Don't Thrive in Smoke Filled Wombs.*
9. Study	___	the Information Sheet, objective 6.
10. Do	___	Assignment Sheet 1.
11. Stop	___	and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.
12. Do	___	Assignment Sheet 2.
13. Stop	___	and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.
14. Study	___	the Information Sheet, objectives 9-11.
Optional: Watch	___	*Everyday Miracle: Birth, The Miracle of Life, A Baby is Born,* and/or *Having Your Baby: Cesarean Birth.*
Optional: Interview	___	a health care professional about the delivery methods.
Optional: Tour	___	a local hospital labor and delivery room with the class.
15. Do	___	Assignment Sheet 3.

May be photocopied for student use.

16. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

17. **Take** ___ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

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TM 1

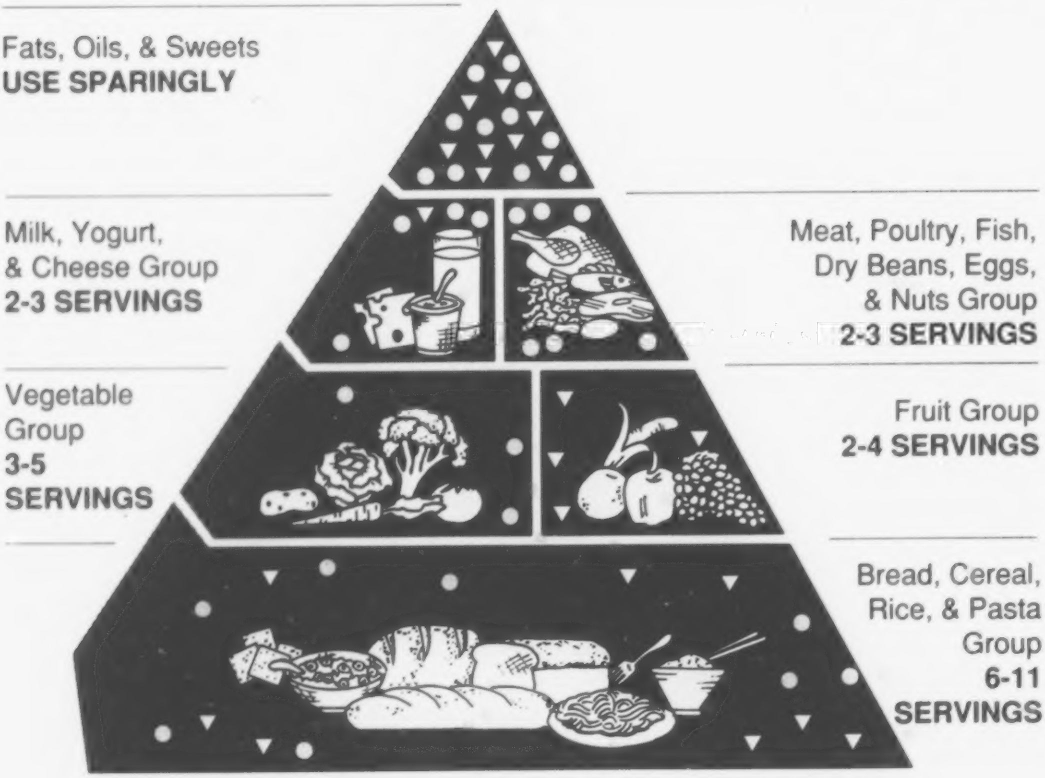
FOOD PYRAMID

Key

○ Fat (naturally occurring and added)

▽ Sugars (added)

These symbols show fats, oils and added sugars in foods.


Fats, Oils, & Sweets
USE SPARINGLY
Milk, Yogurt, & Cheese Group
2-3 SERVINGS
Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group
2-3 SERVINGS
Vegetable Group
3-5 SERVINGS
Fruit Group
2-4 SERVINGS
Bread, Cereal, Rice, & Pasta Group
6-11 SERVINGS

May be photocopied for student use.

WRITTEN TEST

DESCRIBING PREGNANCY, PRENATAL CARE, AND CHILDBIRTH

3

Name ________________________ Score __________

OBJECTIVE 1

Select from a list early possible signs of pregnancy. Write an "X" in the blanks before the correct answers.

____ 1. A missed menstrual period

____ 2. A menstrual period that starts three or more days late

____ 3. Constipation

____ 4. Extreme hunger

____ 5. Fatigue and feeling tired or sleepy even after getting plenty of rest

____ 6. Feeling nervousness and trembling

____ 7. Food aversions and/or cravings

____ 8. Frequent urination

____ 9. Full and tender breasts

____ 10. Nausea, or morning sickness

____ 11. Rapid weight gain

____ 12. Sleeplessness

May be photocopied for student use.

OBJECTIVE 2

List normal body changes and discomforts during pregnancy.
List fifteen normal body changes and discomforts during pregnancy in the blanks provided.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____
15. ____

May be photocopied for student use.

OBJECTIVE 3

Identify danger signals that might indicate a complication during pregnancy. Write an "X" in the blanks before the correct answers.

_____ 1. Abdominal pain

_____ 2. Absent-mindedness

_____ 3. Back pain

_____ 4. Breast enlargement

_____ 5. Chills/fever

_____ 6. Dimness or blurred vision

_____ 7. Excessive or rapid weight gain

_____ 8. Exposure to and/or contraction of a contagious disease

_____ 9. Fainting

_____ 10. Fatigue

_____ 11. Fetal movement

_____ 12. Frequent urination

_____ 13. Itchy abdomen

_____ 14. Lack of fetal movement after the 28th week of pregnancy

_____ 15. Nasal congestion

_____ 16. Nausea

_____ 17. Painful, burning, or bloody urination

_____ 18. Persistent vomiting

_____ 19. Regular, rhythmic contractions

_____ 20. Headaches

_____ 21. Shortness of breath

_____ 22. Sudden escape of fluid from the vagina

May be photocopied for student use.

____ 23. Swelling of the face and/or fingers

____ 24. Unusual vaginal discharge

____ 25. Vaginal bleeding

____ 26. Varicose veins

____ 27. Weight gain of 25-35 pounds

OBJECTIVE 4

Describe the stages of prenatal development. Describe the stages in the blanks provided.

The period of the ovum

The period of the embryo

May be photocopied for student use.

The period of the fetus

May be photocopied for student use

OBJECTIVE 5

Answer questions about healthy prenatal development. Write your answers in the blanks provided.

1. When should a woman obtain proper and regular medical care?

   ____

   ____

2. A woman should avoid exposure to what while pregnant?

   ____

3. What should a pregnant woman stop using and doing?

   ____

   ____

   ____

4. What type of x-rays should be postponed until after delivery?

   ____

May be photocopied for student use.

OBJECTIVE 6

Distinguish among available prenatal tests. Write the correct letters in the blanks.

A. Amniocentesis
B. Chorionic villi sampling (CVS)
C. Epidural block
D. Fetal monitoring
E. Home pregnancy test
F. Maternal-Serum Alpha-Fetoprotein screening (MSAFP)
G. Ultrasound
H. X-ray

____ 1. A catheter is inserted through the vagina into the uterus where samples are taken of tissues encasing the fetus

____ 2. A maternal blood sample is taken between the 16th and 18th weeks of pregnancy

____ 3. Can be used to guide the needle in amniocentesis, to guide the catheter in CVS, diagnose twins, and/or estimate fetal age

____ 4. Can reveal problems like an abnormally small head or body malformation

____ 5. Can identify disorders such as Down's syndrome, reveal the sex of the fetus, and help determine fetal age and health status

____ 6. In the sixteenth week of pregnancy or later, a sample of the amniotic fluid can be drawn with a special needle to test for certain birth defects or health problems

____ 7. Requires further testing to confirm the existence of a problem

____ 8. Results may indicate neural tube defects (such as spina bifida), the absence of all or part of the brain, or to suggest an increased risk of Down's syndrome or other chromosomal defect

May be photocopied for student use.

_____ 9. Sampling can be done between the ninth and eleventh weeks of a pregnancy to determine the health status of the fetus

_____ 10. Sound waves are used to make a video image of the developing fetus

OBJECTIVE 7 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 8 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 9 **Name signs of approaching labor.** Write the signs in the blanks provided.

1. ____
2. ____
3. ____

OBJECTIVE 10 **Name in order the stages of labor and delivery.**

1. ____
2. ____
3. ____

May be photocopied for student use.

OBJECTIVE 11

List methods of childbirth. Write your answers in the blanks provided.

1. ______________________________

2. ______________________________

3. ______________________________

OBJECTIVE 12

Evaluated on Assignment Sheet 3.

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BEFORE THE BABY ARRIVES

Jill and Mark Smith have been married for several years and have decided to start a family. Prior to starting their family, Jill and Mark sat down and discussed health concerns, financial concerns, and other items relating to having a baby. After deciding they were ready for a baby, Jill and Mark made an appointment for preconception counseling with a doctor in a nearby city. Preconception counseling focused on how Jill and Mark could help ensure a healthy baby. The doctor advised Jill and Mark of health decisions that could either positively or negatively affect the health of their unborn baby.

Jill and Mark were very happy when the doctor confirmed Jill's pregnancy. Jill had already begun making positive health decisions and was adamant about continuing them throughout her pregnancy. Jill made sure she ate nutritious meals and avoided items (such as alcohol) that are detrimental to the health of the unborn child. She joined a fitness class for expecting women. Jill and Mark also attended childbirth classes and read several books on childbirth and parenting. Jill went to her regularly scheduled doctor's appointments to ensure her pregnancy was progressing normally. The doctor discussed delivery options with Jill and Mark.

Three days before her anticipated due date, Jill went into labor. With Mark by her side in the birthing room of the hospital, Jill gave birth to a healthy 7.5 pound girl.

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LAP
SHEET

APPLYING CHILD DEVELOPMENT CONCEPTS

4

Check the blank as you complete each step.

1. **Take** ___ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ___ the introduction, unit objective, and specific objectives.

3. **Do** ___ the focus assignments.

4. **Stop** ___ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ___ the Information Sheet, objective 1. Write a paragraph about how infants and children are dependent upon adults to maintain life and healthy development.

6. **List** ___ ways in which parents show their children love.

7. **Explain** ___ in a paragraph how Maslow's hierarchy of human needs theory relates to the care of children.

Optional: Interview ___ a pediatrician or pediatric nurse about the importance of well-baby exams, what to expect during such visits, and the immunizations children should receive. Ask questions concerning immunization schedules and why they are so important.

Optional: Review ___ a copy of the American Academy of Pediatrics immunization guidelines. Ask your instructor if a copy is available.

Optional: Write ___ a short paragraph about why parents must be mature enough to put the needs of children before their own needs. Include examples of when this maturity is shown and when it is not.

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8. **Study** ___ the Information Sheet, objective 2.

Optional: Write ___ a short paragraph about how learning about children can teach you about yourself.

9. **Do** ___ Assignment Sheet 1.

10. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

11. **Study** ___ the Information Sheet, objective 4. Think about how, by having an understanding of a child's developmental capabilities, a person can better judge a child's capabilities. What might the results be if a parent has unrealistic expectations of a child's developmental capabilities.

Optional: Review ___ a copy of *All I Really Need To Know I Learned In Kindergarten*, by Robert Fulghum. Write a half-page review of the book.

13. **Study** ___ the Information Sheet, objective 5.

Optional: Observe ___ children in the various developmental stages and report on how they differ in their emotional, intellectual, physical, and social development.

Optional: Explain ___ in writing how parents can help infants and young children develop in each of the areas presented.

14. **List** ___ examples of each of the four ways play benefits children.

Optional: List ___ toy guidelines for children of various ages. Then, list some creative, simple, cost-free toy ideas. Use classroom and library resources as needed to make the lists.

Optional: Write ___ a paragraph about your ideas on what children learn from playing alone versus when playing with others.

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15. **Study** ___ the Information Sheet, objective 7.

16. **Write** ___ a description of how a baby's first year of life might be affected by heredity and by the environment. Note that the baby's development might be affected in both positive and negative ways.

Optional: Identify ___ examples of traits you probably inherited and skills that are the product of your environment.

17. **Study** ___ the Information Sheet, objective 8.

18. **Do** ___ Assignment Sheet 2.

19. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

20. **Take** ___ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

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WRITTEN TEST

APPLYING CHILD DEVELOPMENT CONCEPTS

4

Name ______________________________ Score __________

OBJECTIVE 1

List the basic needs of children. Write the basic needs in the blanks provided.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

OBJECTIVE 2

Match major theorists in child development to their theories. Write the correct letters in the blanks.

A. Jean Piaget
B. Erik Erikson
C. Albert Bandura

_____ 1. A cognitive or developmental psychology theorist

_____ 2. A psychosocial theorist

_____ 3. Based on the development of the individual within the social setting of the human race

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_____ 4. Feels personality develops continuously throughout the life cycle

_____ 5. Social learning theorist

_____ 6. Believed that intellectual development occurs in a continuous sequence of four stages, each building upon the preceding one

_____ 7. Developed the modeling concept; learning and teaching by example

_____ 8. Considered development based on the way a person progresses in thinking skills from infancy to early adolescence

_____ 9. Identified eight stages throughout the life cycle; views each stage as a conflict that plays an equally important part in social development

_____ 10. Based on the belief that children acquire most of their social concepts from those whom they observe in the course of daily life

OBJECTIVE 3 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 4 **Define the developmental stages from infancy to school-age.** Define the stages in the blanks provided.

1. **Infant** – ____

____

____

____

____

____

May be photocopied for student use.

2. **Toddler** – ______________________________

3. **Preschool** – ______________________________

4. **School-age** – ______________________________

May be photocopied for student use.

OBJECTIVE 5

Distinguish among emotional, intellectual, physical, and social development. Write the correct letters in the blanks.

A. Emotional development
B. Intellectual development
C. Physical development
D. Social development

_____ 1. Includes ability to demonstrate responsibilities and interact with others, and development of personality and self-esteem

_____ 2. Includes ability to process information, learn concepts, express creativity, learn through using the senses, and learn and use language skills

_____ 3. Includes ability to respond with feelings, apply problem-solving techniques, make decisions, and gain degrees of independence

_____ 4. Includes the development of motor skills; application of proper health practices; and growth in size, proportion, and muscle coordination

OBJECTIVE 6

Answer questions about the importance of play in child development. Provide short answers to the questions in the blanks provided.

1. How do children benefit physically from play?

____

____

2. What are three types of play that are well-suited for motor skill development?

____

____

____

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3. How can children benefit intellectually through play?

4. What can play do for children emotionally?

5. What do children learn through social play?

OBJECTIVE 7

Discuss the roles of heredity and environment in child development. Provide short answers to the questions below in the blanks provided.

1. To what types of characteristics does heredity refer?

2. What are three examples of inherited characteristics?

3. To what does environment refer?

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4. Describe a central dispute in the study of human development.

OBJECTIVE 8

Discuss the impact of technology on children. Provide short answers to the questions in the blanks provided.

1. How can advancements in technology assist in learning?

2. What types of experiences can stimulate a child's thought processes?

3. What can happen as a result of excessive television watching by children?

4. What could be the result of the "violence through example" promoted by many television programs?

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5. If technology robs children of time, how could that time be better spent? What could be the results?

OBJECTIVE 9 **Evaluated on Assignment Sheet 2.**

May be photocopied for student use.

LAP SHEET

CARING FOR INFANTS AND TODDLERS

5

Check the blank as you complete each step.

1. **Take** ___ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ___ the introduction, unit objective, and specific objectives.

3. **Do** ___ the focus assignments.

4. **Stop** ___ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ___ the Information Sheet, objectives 1-3.

Optional: Review ___ Unit 4, objective 1 on the basic needs of children.

Optional: Watch ___ the video *Infant Development* or *Infancy: The Beginning.*

6. **Study** ___ the Information Sheet, objectives 4 and 5.

Optional: Find ___ items needed to begin feeding solids to infants. Examples would be bibs, small bowl, and infant cereal.

Optional: Make ___ baby food by cooking and pureeing fruits and vegetables.

7. **Study** ___ the Information Sheet, objective 6.

Optional: Find ___ items needed for giving a baby a bath.

Optional: Watch ___ the video *Infant Health Care: A First-Year Guide for New Parents.*

May be photocopied for student use.

Optional: Research ___ the most current information available on the effects of disposable diapers to the environment.

Optional: Watch ___ the video *Infant Health Care: A First-Year Guide for New Parents.*

8. Study ___ the Information Sheet, objectives 7-10.

Optional: Find ___ examples of toys for infants and toddlers.

Optional: Watch ___ the video *Entering Toddling* or *Terrific Twos.*

9. Do ___ Assignment Sheet 1.

10. Stop ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

11. Do ___ Assignment Sheet 2.

12. Stop ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

13. Do ___ Assignment Sheet 3.

14. Stop ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

15. Do ___ Assignment Sheet 4.

16. Stop ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

17. Take ___ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

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WRITTEN TEST

CARING FOR INFANTS AND TODDLERS

5

Name ______________________________ Score __________

OBJECTIVE 1

Select from a list interactive abilities of infants. Place an "X" in front of correct answers.

____ 1. Control arm and leg movements

____ 2. Crawl

____ 3. Cry to signal needs

____ 4. Eat solid foods

____ 5. Coordinate actions

____ 6. Focus on objects within 8 to 15 inches

____ 7. Follow pleasing sights and sounds with their eyes

____ 8. Develop language skills across the first year

____ 9. Imitate adult facial expressions

____ 10. Move arms and legs on both sides of the body equally well

____ 11. Roll over

____ 12. Sit up

____ 13. Recognize familiar caregivers

____ 14. Talk

____ 15. All senses are intact at birth – infants use them to interact with caregivers

____ 16. Walk

May be photocopied for student use.

OBJECTIVE 2

List caregiver guidelines for responding to an infant. List ten guidelines in the blanks provided.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

OBJECTIVE 3

Identify key points in the development of infants. Write a "P" in blanks before physical developments, "I" before intellectual developments, and "E/S" before emotional and social.

____ 1. Advance to language use and a vocabulary of several words

____ 2. Advance from having reflexive control of arm and leg movements to crawling, walking, climbing, and carrying

____ 3. Begin to develop self-identity and independence

____ 4. By the end of this stage, can solve simple problems, set goals, and take action to achieve goals

____ 5. Can comfort self by sucking

____ 6. Develop stranger anxiety and prefer parents to others

____ 7. Develop muscle control and coordination

____ 8. Grow to one and one-half times their height at birth

May be photocopied for student use

____ 9. Develop memory skills by using all five senses

____ 10. Learn to eat solid foods

____ 11. Respond positively to comfort and negatively to pain

____ 12. Smile at voices and faces

____ 13. Triple their birth weight

____ 14. Learn object permanence

____ 15. May initiate involvement with others

____ 16. Show attachment to parents and/or primary caregiver

OBJECTIVE 4

Select from a list feeding guidelines for introducing solids to an infant's diet. Write and "X" in the blanks before the correct answers.

____ 1. Additional calories are usually needed between two and three months of age; this is often a good time to introduce solids.

____ 2. After eating with fingers is accomplished, the next step in self-feeding is for the baby to use a spoon.

____ 3. Between eight and ten months of age, babies may begin to eat with their fingers; this is a good time to encourage self-feeding with dry foods that a baby can hold.

____ 4. Between four and six months of age, additional calories are usually needed; this is often a good time to introduce solids.

____ 5. Dilute cereal with cow's milk.

____ 6. During the first feedings, offer a few tablespoonfuls of food per meal.

____ 7. Feed directly from the baby food jar to avoid extra dirty dishes.

____ 8. Introduce only one new food at a time so if anything causes a digestive problem or allergic reaction, the source can be easily identified; four days to a week should elapse before adding another new food.

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_____ 9. Meat and egg yolk are usually added first after cereal has been well taken.

_____ 10. Rice cereal made especially for babies is the most common food to be introduced first.

_____ 11. Solids should be fed from a bowl, not the jar or container.

_____ 12. Start by offering small portions, such as a few teaspoons of food per meal.

_____ 13. Store opened jars of commercially prepared baby food in the refrigerator for no more than the number of days indicated on the jar.

_____ 14. Strained fruits and vegetables are usually added after cereal has been well taken; later meat and egg yolk are added.

_____ 15. Throw away left over food in opened jars, as it is only good for one meal at a time.

_____ 16. When eating with fingers is accomplished, the next step in self-feeding is for the baby to use a fork.

OBJECTIVE 5

List safety guidelines to follow when feeding babies. Write eight guidelines in the blanks provided.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

May be photocopied for student use.

OBJECTIVE 6

List physical care and safety guidelines for infant care. Write five bathing guidelines and five diapering guidelines in the blanks provided.

BATHING

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

DIAPERING

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

OBJECTIVE 7

Identify key points in the development of toddlers. Write a "P" in blanks before physical development, "I" before intellectual development, and "E/S" before emotional and social development.

_____ 1. Advance from standing alone for short periods of time to being in constant motion, running or walking.

_____ 2. By age three, the typical child will have grown to over half of his or her final height.

_____ 3. Can distinguish between genders.

_____ 4. Go from enjoying solitary play to playing near and with other children.

_____ 5. Show increasing independence in areas of self-care.

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_____ 6. Increase vocabulary from three or four words to more than 500 words.

_____ 7. Like to show affection and be accepted by others.

_____ 8. Develop capabilities for dealing with frustrations.

_____ 9. Show pride in personal accomplishments and desire parental approval.

_____ 10. Recognize names of major body parts.

_____ 11. May show specific fears.

_____ 12. Progress from simple imitation to imaginative, fantasy play.

_____ 13. Enjoy ability to do things independently.

_____ 14. Begin to classify objects into general categories.

OBJECTIVE 8

State guidelines for influencing the development of infants and toddlers. Write six guidelines in the blanks provided.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

May be photocopied for student use.

OBJECTIVE 9

Distinguish among good toys for infants and toddlers. Write an "I" in the blanks before good infant toys, and a "T" in the blanks before good toddler toys.

_____ 1. Books that tell a story and are interesting to look at

_____ 2. Books with large, colorful pictures

_____ 3. Building blocks

_____ 4. Crayons, chalk, and paint

_____ 5. Dolls and stuffed toys

_____ 6. Interlocking plastic rings or beads

_____ 7. Mobiles

_____ 8. Play dough

_____ 9. Musical toys

_____ 10. Push and pull toys

_____ 11. Puzzles

_____ 12. Rattles that make noise but are large enough not to fit into the mouth

_____ 13. Ride-on toys

_____ 14. Shape sorters

_____ 15. Small stuffed animals or rag dolls

_____ 16. Soft blocks or balls.

_____ 17. Squeeze toys

_____ 18. Textured toys that make sound

_____ 19. Toys with large pieces to put together

_____ 20. Unbreakable, child-proof mirrors

_____ 21. Water with cups and pots

May be photocopied for student use.

OBJECTIVE 10 **Identify safe toys for infants and toddlers**. Write an "X" in the blanks before safe toys.

_____ 1. Electric radio

_____ 2. Large, plastic beads

_____ 3. Marbles

_____ 4. Metal trucks with sharp digging attachments

_____ 5. Natural wood building blocks

_____ 6. Necklace made of small beads

_____ 7. Rag doll with fabric eyes

_____ 8. Wind-up toy radio

_____ 9. Washable teething ring

OBJECTIVE 11 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 12 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 13 **Evaluated on Assignment Sheet 3.**

OBJECTIVE 14 **Evaluated on Assignment Sheet 4.**

May be photocopied for student use.

LAP SHEET

CARING FOR PRESCHOOL AND SCHOOL-AGE CHILDREN

6

Check the blank as you complete each step.

1. **Take** ___ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ___ the introduction, unit objective, and specific objectives.

3. **Do** ___ the focus assignments.

4. **Stop** ___ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ___ the Information Sheet, objectives 1-7.

Optional: Read ___ *Understanding Children: The Early Childhood Years, Understanding Children: The Five-Year-Old, Parentime: Understanding 6- to 12-Year Olds* (series), and/or *When Your Child Starts School.*

Optional: Read ___ about the development of preschool and school-age children using textbooks, reference books, magazines, or other resources.

Optional: Write ___ a short paper on how you believe your school experience has impacted you.

Optional: Watch ___ the videos *Threes on the Threshold, Fun to Be Four, Now I'm Five,* and *The School-Age Connection.*

6. **Study** ___ the Information Sheet, objectives 8-10.

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Optional: Interview ___ parents and teachers on effective methods of parental involvement in a child's progress in school.

7. **Do** ___ Assignment Sheet 1.

8. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

9. **Do** ___ Assignment Sheet 2.

10. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

11. **Do** ___ Assignment Sheet 3.

12. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

13. **Take** ___ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

WRITTEN TEST

CARING FOR PRESCHOOL AND SCHOOL-AGE CHILDREN

6

Name ______________________________ Score __________

OBJECTIVE 1

Identify key points in the development of preschool children. Write a "P" in blanks before physical developments, "I/M" before intellectual and moral developments, and "E/S" before emotional and social developments.

_____ 1. Preschool children are increasing their knowledge of gender roles.

_____ 2. Preschool children increase their ability to think symbolically.

_____ 3. Preschool children are beginning to understand the. concept of cause and effect.

_____ 4. By the end of this period, children can understand the concept of right and wrong.

_____ 5. Other children become more important to preschool children.

_____ 6. Children show a distinct preference for one hand or the other.

_____ 7. Preschool children are still highly egocentric, but gradually begin to have a sense that other people are individuals with separate feelings and needs.

_____ 8. By the end of this period, most children can independently feed, dress, and toilet themselves.

_____ 9. Preschool children can communicate more effectively with language, using improved grammar and complete sentences.

_____ 10. Children begin to lose their primary teeth (at about six years of age).

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____ 11. Basic large motor skills such as walking and running become well developed; small motor skills also show increased improvement; dexterity is improved by the end of this period.

____ 12. Incidental learning predominates.

____ 13. Multiple classification abilities develop.

____ 14. Seriation abilities develop.

____ 15. Play increases in importance.

____ 16. Recognition and recall continue to improve.

____ 17. Sequencing abilities develop.

____ 18. The development of self-esteem continues.

OBJECTIVE 2

List a preschool child's interactive abilities. Write your answers in the blanks provided.

1. ____
2. ____
3. ____
4. ____
5. ____

OBJECTIVE 3

State guidelines for influencing the development of preschool children. Write your answers in the blanks provided.

1. ____
2. ____
3. ____
4. ____

May be photocopied for student use.

OBJECTIVE 4

Identify key points in the development of school-age children. Write a "P" in blanks before physical developments, "I/M" before intellectual and moral developments, and "E/S" before emotional and social developments.

_____ 1. Both large and small muscle development greatly improves.

_____ 2. Short-term and long-term memory improves.

_____ 3. School-age children undergo many mood swings ranging from moody and withdrawn to outgoing and friendly.

_____ 4. School-age children become more socially independent.

_____ 5. Children begin to use deductive and inductive reasoning.

_____ 6. Problem-solving abilities develop.

_____ 7. School-age children can distinguish right from wrong.

_____ 8. Conservation abilities develop.

_____ 9. The feeling of "belonging" to a group becomes very important.

_____ 10. Thinking becomes more abstract.

_____ 11. School-age children are beginning to develop their own set of values.

_____ 12. Children develop a reading vocabulary and a spelling/writing vocabulary.

_____ 13. Rules are important.

_____ 14. The need for privacy increases.

_____ 15. By the end of this period endurance and stamina increases and susceptibility to illness decreases.

May be photocopied for student use.

OBJECTIVE 5

List a school-age child's interactive abilities. Write your answers in the blanks.

1. ____
2. ____
3. ____
4. ____

OBJECTIVE 6

State guidelines for influencing the development of school-age children. Write five guidelines in the blanks provided.

1. ____
2. ____
3. ____
4. ____
5. ____

OBJECTIVE 7

Describe the impact of the school experience on a child. Describe the impact in the blanks provided.

____

____

____

____

____

____

____

____

May be photocopied for student use.

OBJECTIVE 8

Explain the importance of family involvement in the school experience for pre-school and school-age children. Explain the importance in the blanks provided.

May be photocopied for student use.

OBJECTIVE 9

Describe methods of family involvement in a child's progress in school. Describe two formal and two supportive methods in the blanks provided.

OBJECTIVE 10

List guidelines for caregivers of preschool and school-age children. Write five guidelines in the blanks.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

May be photocopied for student use.

OBJECTIVE 11	**Evaluated on Assignment Sheet 1.**
OBJECTIVE 12	**Evaluated on Assignment Sheet 2.**
OBJECTIVE 13	**Evaluated on Assignment Sheet 3.**

LAP SHEET

GUIDING CHILDREN

7

Check the blank as you complete each step.

1. **Take** ___ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ___ the introduction, unit objective, and specific objectives.

3. **Do** ___ the focus assignments.

4. **Stop** ___ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ___ the Information Sheet, objectives 1-3.

Optional: Review ___ the information on the developmental stages in Unit 4.

Optional: Read ___ Oklahoma Cooperative Extension Service publications: *Understanding Children: The Early Childhood Years (3 to 5 years of age)*; *Understanding Children: Toddlerhood (15 to 36 Months)*; and *Parentime: Understanding 6- to 12-Year-Olds Lesson 1 – Growth and Development*; *Lesson 2 – Ages and Stages*; and *Lesson 3 – Self Concept*.

6. **Study** ___ the Information Sheet, objectives 4-6.

Optional: List ___ age appropriate work tasks for various ages of children.

7. **Study** ___ the Information Sheet, objective 7.

Optional: Change ___ messages that stress "You" to "I" messages. You may come up with your own messages or ask other students for possible examples.

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Optional: Role ___ play parents and children using the communication skills covered in this objective.

Optional: Read ___ Oklahoma Cooperative Extension Service publications: *Parentime: Understanding 6- to 12-Year-Olds Lesson 4 – Communication*; *Parent-Child Communication*; and *Parent-Teen Communication*.

8. Study ___ the Information Sheet, objective 8. Think about the different methods of guiding children. Remember that excessive punishment is NOT appropriate and that child abuse is a felony crime.

Optional: Read ___ Oklahoma Cooperative Extension Service publications *Child Abuse: Identification and Reporting*; *Discipline and Punishment – What is the Difference?*; *Encouraging Self Control*, and/or *To Prevent Misbehavior*.

Optional: Write ___ a short paper on your personal opinions on the guidance of children.

9. Study ___ the Information Sheet, objective 9. Think about the positive responses to misbehavior.

Optional: Write ___ five to ten statements that could be used in place of telling a child "no."

Optional: Write ___ a short paper on how to effectively use time-outs. Research the use of time-outs in current textbooks and/or magazines.

10. Do ___ Assignment Sheet 1.

11. Stop ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

12. **Do** ___ Assignment Sheet 2.

13. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

14. **Do** ___ Assignment Sheet 3.

15. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

16. **Take** ___ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

WRITTEN TEST

GUIDING CHILDREN

7

Name ______________________________ Score __________

OBJECTIVE 1

Identify typical behaviors of infants and toddlers. Write an "X" in the blanks before the correct answers.

Infants

____ 1. Cling to parents when in new or strange places

____ 2. Cry out of rebellion or spite

____ 3. Cry when uncomfortable or hungry

____ 4. Drop things to irritate parents

____ 5. Fear strangers and separation from parents

____ 6. Have a strong attachment to the mother

____ 7. Learn to use the toilet

____ 8. Practice dropping objects and watching them fall

____ 9. Shy away from parents in new or strange places

____ 10. Strive hard to please others

____ 11. Become mobile

____ 12. Develop language skills

____ 13. Smile, giggle, and laugh

____ 14. Are competitive in play activities

____ 15. Learn to resond to his or her own name

May be photocopied for student use.

Toddlers

_____ 1. Act out of experimentation

_____ 2. Act out of rebellion or spite

_____ 3. Are competitive and dislike losing

_____ 4. Become more mobile as motor skills improve

_____ 5. Can be quite social and talkative

_____ 6. Can learn to follow some established routines

_____ 7. Continually test limits set by parents and caregivers

_____ 8. Experience volatile emotional ups and downs; shift quickly from one emotion to another.

_____ 9. Find it difficult to share

_____ 10. Gradually shift from one emotional state to another

_____ 11. Have active imaginations and are able to "make believe"

_____ 12. Learn to use the toilet

_____ 13. May develop emotional attachment to the parent of the opposite sex

_____ 14. May develop an attachment to a favorite object

_____ 15. Show curiosity about the world

_____ 16. Struggle with a desire for independence and a need for security

_____ 17. Want to look and act like peers

_____ 18. Become empathetic to others

May be photocopied for student use.

OBJECTIVE 2

Select from a list typical behaviors of preschoolers and school-age children. Write an "X" in the blanks before correct answers.

Preschoolers (3-, 4-, and 5-year-olds)

_____ 1. Are antisocial and quiet

_____ 2. Are competitive in play activities

_____ 3. Avoid games that challenge motor skill development

_____ 4. Begin to understand cause and effect relationships

_____ 5. Can use the toilet by themselves by the end of this period

_____ 6. Can handle most eating, dressing, and grooming skills themselves

_____ 7. Can be quite social and talkative

_____ 8. Display anger verbally instead of physically

_____ 9. Express thoughts and feelings more clearly

_____ 10. Have difficulty expressing thoughts and feelings

_____ 11. Have difficulty understanding the concept of time

_____ 12. Improve physical skills and coordination

_____ 13. Involve themselves in active play that challenges developing motor skills

_____ 14. Like to try out different social roles

_____ 15. May reveal new fears

_____ 16. Often ask "Why?" in a need to understand before they believe

_____ 17. Prefer cooperative play to parallel play

_____ 18. Prefer parallel play to cooperative play

_____ 19. Will ask "Why?" over and over to annoy parents

May be photocopied for student use.

School-age children (6- to 12-year-olds)

_____ 1. Are able to use hands skillfully

_____ 2. Are sensitive to what others think

_____ 3. Play more games with rules

_____ 4. Are interested in group and team activities

_____ 5. Avoid group and team activities

_____ 6. Dislike school and reading

_____ 7. Do not care what others think

_____ 8. Enjoy sports and physical activities

_____ 9. Enjoy reading and have a positive attitude toward school

_____ 10. Form close relationships with peers of both sexes

_____ 11. May seem withdrawn and moody

_____ 12. Strive hard to please others

_____ 13. Understand more about truth and honesty

_____ 14. Want to look and act like peers

OBJECTIVE 3

Select from a list typical behaviors of adolescents. Write an "X" in the blanks before the correct answers.

_____ 1. Are confident and self-assured

_____ 2. Are preoccupied with own thoughts and self-doubt

_____ 3. Explore and establish a personal identity

_____ 4. Experience dramatic mood swings

_____ 5. Form close relationships with peers of both sexes

_____ 6. Primarily form close relationships with peers of the same sex

May be photocopied for student use.

____ 7. Remain dependent on parents for emotional support and identity

____ 8. Seek independence from parents

____ 9. Try out different social roles

____ 10. Assert independence

OBJECTIVE 4

Distinguish among three patterns of parenting. Write the correct letters in the blanks.

A. Authoritarian
B. Authoritative
C. Permissive

____ 1. Parents set very few limits or guidelines for children to follow; children are usually given few responsibilities to help with family jobs; parents use little discipline and do not produce an environment that fosters the development of maturity and responsibility

____ 2. Parents are generally quite strict in their discipline and child-rearing practices; often they want to control the child and will use strong punishment as a means of authority; pattern of parenting shows little affection and gives little praise to children

____ 3. Households are characterized by democratic methods of parenting and mild forms of punishment; parents work with their children to set guidelines and limits and allow the children to make some of their own decisions; parents are loving and supportive and encourage independence, maturity, and responsibility

OBJECTIVE 5

List roles of parents. Write four roles in the blanks provided.

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________

May be photocopied for student use.

OBJECTIVE 6

Identify skills for effective parenting. Write your answers in the blanks provided.

AUTHORITY (list three skills)

1. ____________________
2. ____________________
3. ____________________

NURTURER (list three skills)

1. ____________________
2. ____________________
3. ____________________

PROTECTOR/PROVIDER (list one skill)

1. ____________________

TEACHER (list three skills)

1. ____________________
2. ____________________
3. ____________________

May be photocopied for student use.

OBJECTIVE 7

List skills for effective communication. Write twelve skills in the blanks provided.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

OBJECTIVE 8

Describe methods of guiding behavior. Describe the methods in the blanks provided.

1. **Guidance**

____

____

____

____

____

____

____

____

May be photocopied for student use.

2. **Discipline**

3. **Punishment**

May be photocopied for student use.

OBJECTIVE 9

Identify positive responses to misbehavior. Write an "X" in the blanks before each positive response.

____ 1. Jerry's mother told him to quit leaving his bedroom light on when he is not in the room, stop leaving the bed unmade, and turn off his stereo after 10:00 pm.

____ 2. Sally's mother put up safety gates on all the stairway entrances to prevent Sally from climbing the stairs before she can safely do so.

____ 3. Carmine's father told her he would help pay to keep her car in good running condition, but she must be responsible for regular servicing and for taking it to the repair shop when needed.

____ 4. Mark repeatedly leaves his tricycle out in the rain. His father has decided to put up a chart and give Mark a gold star each day he remembers to put his tricycle up.

____ 5. Every time Tonya misbehaves her mother immediately sends her to her room for a time-out period of fifteen minutes.

____ 6. Jessie is six months old and loves to chew on everything, including her brother's toys. Jessie's mother tries to always direct her "chewing" desire back to the toys designed specifically for that activity.

____ 7. Clark's father repeatedly tells him not to throw the ball in the house.

____ 8. Christi's mother tells her she may throw the ball outside, or she may roll the ball on the floor in the house.

____ 9. Toby's mother has one kitchen cabinet that he can open and play with all of the things in it. The other cabinets have safety locks on them to prevent Toby from getting in them.

____ 10. Jacob is three-years-old and got so frustrated with his older brother that he could not seem to calm himself down. His mother gave him a five-minute time-out period to regain his composure before helping him deal with the issue of his brother.

May be photocopied for student use.

OBJECTIVE 10 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 11 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 12 **Evaluated on Assignment Sheet 3.**

May be photocopied for student use.

LAP SHEET

PROMOTING CHILDREN'S WELL-BEING

8

Check the blank as you complete each step.

1. **Take** ___ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ___ the introduction, unit objective, and specific objectives.

3. **Do** ___ the focus assignments.

4. **Stop** ___ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ___ the Information Sheet, objectives 1-2.

Optional: Identify ___ sources of product safety information such as *Consumer Reports* articles.

Optional: Read ___ the publication *The Safe Nursery*.

6. **Do** ___ Assignment Sheet 1.

7. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

8. **Study** ___ the Information Sheet, objectives 4-5.

Optional: Create ___ ideas/posters/programs for educating parents and children on preventing accidents and emergencies.

Optional: Write ___ to agencies and/or organizations for safety information.

May be photocopied for student use.

Optional: Find ___ out about first-aid training in your area. Take first aid classes.

9. **Study** ___ the Information Sheet, objective 6. Create a checklist of questions to evaluate a home for child safety.

Optional: Write ___ a short paragraph on what parents and caregivers can do if they are in an environment that is not "childproof."

10. **Do** ___ Assignment Sheet 2.

11. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

12. **Study** ___ the Information Sheet, objectives 8-9.

Optional: Obtain ___ a copy of your state's immunization schedule.

Optional: Write ___ to the American Dental Association for information on dental care.

13. **Study** ___ the Information Sheet, objective 11.

14. **Ask** ___ your instructor to demonstrate the guidelines and procedures in the Job Sheet. Use the Job Sheet to follow along. Pay careful attention to any guidelines, cautions, and warnings.

15. **Practice** ___ the procedures demonstrated by your instructor. Use the Job Sheet as a guide.

16. **Stop** ___ and have your instructor evaluate your work from the Job Sheet. After your work has been evaluated, follow your instructor's recommendations.

17. **Study** ___ the Information Sheet, objectives 13-15.

Optional: Obtain ___ information on children's health.

May be photocopied for student use.

Optional:
Read ____ *Food and Young Children* and/or *The Food Guide Pyramid.*

18. **Do** ____ Assignment Sheet 3.

19. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

20. **Study** ____ the Information Sheet, objective 17.

21. **Do** ____ Assignment Sheet 4.

22. **Stop** ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

23. **Take** ____ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

WRITTEN TEST

PROMOTING CHILDREN'S WELL-BEING

8

Name ______________________________ Score __________

OBJECTIVE 1

List examples of common childhood accidents and emergencies indoors and outdoors. Write one example after each item.

INDOOR

1. Burns

____

2. Choking

____

3. Cuts, scrapes, and wounds

____

4. Drowning

____

5. Electrocution

____

6. Falls

____

7. Firearm injuries

____

8. Poisoning

____

May be photocopied for student use.

9. Smothering

10. Strangulation

OUTDOOR

1. Burns

2. Choking

3. Cuts, scrapes, and wounds

4. Drowning

5. Electrocution

6. Falls

7. Insect stings and bites and animal bites

8. Traffic injuries

9. Poisoning

May be photocopied for student use.

OBJECTIVE 2

Describe a safe nursery. Describe five nursery items and their safety features.

OBJECTIVE 3

Evaluated on Assignment Sheet 1.

OBJECTIVE 4

State guidelines for preventing accidents and injuries. Write your answers in the blanks.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________

OBJECTIVE 5

State guidelines for responding to accidents and emergencies. Write your answers in the blanks.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

May be photocopied for student use.

OBJECTIVE 6

State guidelines for "childproofing" the home. Write one guideline under each item.

1. Burns

____

2. Choking

____

3. Cuts, scrapes, and wounds

____

4. Drowning

____

5. Electrocution

____

6. Falls

____

7. Firearm injuries

____

8. Poisoning

____

9. Smothering

____

10. Strangulation

____

OBJECTIVE 7

Evaluated on Assignment Sheet 2.

May be photocopied for student use.

OBJECTIVE 8

List childhood diseases and illnesses. Write four diseases and illnesses which cannot be prevented by vaccine and three diseases and illnesses which can be prevented

CANNOT BE PREVENTED BY VACCINE

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

CAN BE PREVENTED BY VACCINE

1. ______________________________
2. ______________________________
3. ______________________________

OBJECTIVE 9

Identify common tests and immunizations for children. Place an "X" in front of correct answers. Place an "X" in front of correct answers.

____ 1. Urinalysis

____ 2. Skills test

____ 3. Blood tests

____ 4. DTP

____ 5. PPR

____ 6. Polio vaccine

____ 7. Chicken pox

____ 8. MMR

____ 9. Vision test

____ 10. Lead level test

May be photocopied for student use.

____ 11. Hib meningitis

____ 12. Hearing tests

____ 13. Strength test

____ 14. Tuberculosis tine test

____ 15. Hepatitis B

OBJECTIVE 10 **Describe dental care for children.**

OBJECTIVE 11 **State the importance of proper handwashing procedures.** Write your answers in the blanks.

OBJECTIVE 12 **Evaluated on the Job Sheet.**

May be photocopied for student use.

OBJECTIVE 13

Explain the importance of good nutrition for children. Write your answer in the blanks.

OBJECTIVE 14

Classify foods according to the Food Guide Pyramid. Place a "B" before Bread, Cereal, & Rice Groups, a "V" before Vegetable Groups, a "F" before Fruit Groups, an "M" before Milk, Yogurt, & Cheese Group, an "M/P" before Meat, Poultry, Fish, Dry Beans, Eggs & Nuts Group, and an "F/S" before Fats, Oils, & Sweets.

____ 1. Macaroni

____ 2. Steak

____ 3. Oatmeal cookies

____ 4. Cheddar cheese

____ 5. Dinner salad

____ 6. Apple

____ 7. Toast

____ 8. Peanuts

____ 9. Skim milk

____ 10. Butter

____ 11. Mashed potatoes

____ 12. Orange slices

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OBJECTIVE 15 **Describe nutritional requirements for children.** Write your answer in the blanks.

____

____

____

____

____

____

____

____

OBJECTIVE 16 **Evaluated on Assignment Sheet 3.**

OBJECTIVE 17 **State guidelines for handling a child's food likes and dislikes.** Write six guidelines in the blanks provided.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

OBJECTIVE 18 **Evaluated on Assignment Sheet 4.**

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"Nutrition Facts"

from

Focus on Food Labeling

FDA Consumer: An FDA Consumer Special Report

May 1993

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‘NUTRITION FACTS’

To Help Consumers Eat Smart

by Paula Kurtzweil

Susan Thom, of Parma, Ohio, knows how important it is for people to know the number of calories from fat they eat each day.

As a registered dietitian, she counsels patients on the need to limit fat consumption to 30 percent or less of total daily calories. As a person with diabetes, and thus at increased risk for heart disease, she strives to do the same for herself.

But, in the past, obtaining that information from the food label has required some mathematical skill—namely, multiplying the total grams (g) of fat in a serving by 9, since 1 g of fat contains 9 calories.

"It does take time," Thom said. "But if you want to feed yourself well, you have to look at the label."

Help is on the way. For Thom and millions of other Americans who seek to restrict their fat intake to recommended levels, a new dietary component is being added to the food label—"calories from fat."

It's just one of many new items of diet-related information manufacturers are required to offer on their food products by 1994. There also will be information on saturated fat, cholesterol, dietary fiber, and other nutrients that relate to today's health concerns, such as heart disease, cancer, and other diseases linked, at least in part, to diet.

There will be more complete nutrient content information because almost all the required nutrients will have to be listed as a percent of the Daily Value. There will be more uniform serving sizes, too, which will make nutritional comparisons between foods easier. And, because nutrition labeling is now mandatory for almost all processed foods, there will be a lot more products with this important information.

"The new information is going to be very helpful for consumers," said Virginia Wilkening, a registered dietitian in FDA's Office of Food Labeling.

"Some of the nutrients—saturated fat and cholesterol—have been allowed on the label before but on a voluntary basis," she said. "Dietary fiber and sugars were not allowed in the nutrition label. With the new label, consumers will soon have information about these and other nutrients, which can help them choose their foods more wisely."

The new requirements for nutrition labeling are spelled out in regulations issued in January 1993 by FDA and the U.S. Department of Agriculture's Food Safety and Inspection Service (FSIS). FDA's regulations meet the provisions of the Nutrition Labeling and Education Act of 1990 (NLEA), which, among other things, requires FDA to make nutrition labeling mandatory for almost all processed foods. FSIS' regulations, which cover meat and poultry products, largely parallel FDA's. (Meat and poultry products were not covered by NLEA.)

FDA has set May 8, 1994, as the date by which food manufacturers must comply with the new nutrition labeling regulations. FSIS requires meat and poultry processors to relabel their products by July 6, 1994. However, some newly labeled products may begin appearing in grocery stores much sooner than the deadlines.

Dietary Components

What can consumers expect? First, they will see a new name for the nutrition panel. It used to go by "Nutrition Information Per Serving." Now, it will be called "Nutrition Facts." That title will

Old Label

NUTRITION INFORMATION	PER SERVING
SERVING SIZE	5 OZ.
SERVINGS PER CONTAINER	4
CALORIES	250
PROTEIN	9g
CARBOHYDRATE	19g
FAT	11g
SODIUM	530mg

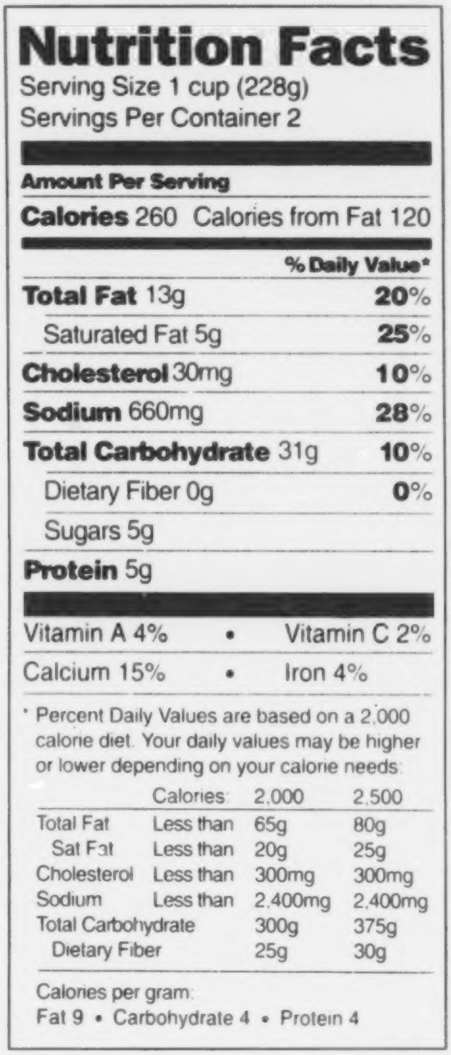
PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA)	
PROTEIN	10
VITAMIN A	*
VITAMIN C	*
THIAMINE	8
RIBOFLAVIN	15
NIACIN	2
CALCIUM	20
IRON	4

*CONTAINS LESS THAN 2% OF THE U.S. RDA OF THIS NUTRIENT

Starting this year, the ‘old’ nutrition label format above will be replaced by the one on the right. Both labels are for a frozen macaroni and cheese product.

Key Aspects of the New Nutrition Label

A number of consumer studies conducted by FDA, as well as outside groups, enabled FDA and the Food Safety and Inspection Service of the U.S. Department of Agriculture to agree on a new nutrition label. The new label is seen as offering the best opportunity to help consumers make informed food choices and to understand how a particular food fits into the total daily diet.



Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving

Calories 260 Calories from Fat 120

	% Daily Value*
Total Fat 13g	**20%**
Saturated Fat 5g	**25%**
Cholesterol 30mg	**10%**
Sodium 660mg	**28%**
Total Carbohydrate 31g	**10%**
Dietary Fiber 0g	**0%**
Sugars 5g	
Protein 5g	

Vitamin A 4% • Vitamin C 2%
Calcium 15% • Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

New heading signals a new label. →

More consistent serving sizes, in both household and metric measures, replace those that used to be set by manufacturers. →

New mandatory component helps consumers meet dietary guidelines recommending no more than 30 percent of calories from fat.

Nutrients required on nutrition panel are those most important to the health of today's consumers, most of whom need to worry about getting too much of certain items (fat, for example), rather than too few vitamins or minerals, as in the past. →

%Daily Value shows how a food fits into the overall daily diet.

Reference values help consumers learn good diet basics. They can be adjusted, depending on a person's calorie needs.

Conversion guide helps consumers learn caloric value of the energy-producing nutrients. →

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TYPES OF LABELS

A tabular format label (top) is allowed on packages, such as this can of tùna, that have less than 40 square inches for nutrition labeling. A simplified nutrition label (bottom), in which information about some nutrients otherwise required in nutrition labeling is omitted, will appear on labels of foods such as this can of cola, that do not contain significant amounts of certain nutrients.

PACKED IN WATER
TUNA
LIGHT CHUNK

Nutrition Facts
Serv. Size 1/3 cup (56g)
Servings about 3
Calories 80
Fat Cal. 10
*Percent Daily Values (DV) are based on a 2,000 calorie diet.

Amount/serving	% DV*	Amount/serving	% DV*
Total Fat 1g	2%	**Total Carb.** 0g	0%
Sat.Fat 0g	0%	Fiber 0g	0%
Cholest. 10mg	3%	Sugars 0g	
Sodium 200mg	8%	**Protein** 17g	

Vitamin A 0% • Vitamin C 0% • Calcium 0% • Iron 6%

NEW!
COLA
NEW COLA TASTE!

Nutrition Facts
Serving Size 1 can (360 mL)

Amount Per Serving	
Calories 140	
	% Daily Value*
Total Fat 0g	0%
Sodium 20mg	1%
Total Carbohydrate 36g	12%
Sugars 36 g	
Protein 0g	0%

* Percent Daily Values are based on a 2,000 calorie diet.

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signal to consumers that the product is newly labeled according to FDA and FSIS' new regulations.

The new panel will be built around a new set of dietary components. (See graphic, page 35.) The mandatory (underlined) and voluntary dietary components and order in which they must appear are:

- total calories
- calories from fat
- calories from saturated fat
- total fat
- saturated fat
- stearic acid (on meat and poultry products only)
- polyunsaturated fat
- monounsaturated fat
- cholesterol
- sodium
- potassium
- total carbohydrate
- dietary fiber
- soluble fiber
- insoluble fiber
- sugars
- sugar alcohol (for example, the sugar substitutes xylitol, mannitol and sorbitol)
- other carbohydrate (the difference between total carbohydrate and the sum of dietary fiber, sugars, and sugar alcohol, if declared)
- protein
- vitamin A
- percent of vitamin A present as beta-carotene
- vitamin C
- calcium
- iron
- other essential vitamins and minerals.

If a food is fortified or enriched with any of the optional components, or if a claim is made about any of them, the pertinent nutrition information then becomes mandatory.

These mandatory and voluntary components are the only ones allowed on the nutrition panel. The listing of single amino acids, maltodextrin, calories from polyunsaturated fat, and calories from carbohydrate, for example, may not appear on the label.

The reason, according to Wilkening, is to help consumers focus on nutrients of public health significance. "Too much additional information could clutter the label or mislead or confuse the consumer," she said.

Nutrients required on the label, she pointed out, reflect current public health concerns and coincide with current public health recommendations. She noted that the order in which the food components and nutrients are required to appear reflects their public health significance and the order in which they were specified in NLEA.

On the new food label, the listing of thiamin, riboflavin and niacin will not be mandatory. Under the old nutrition labeling program, these vitamins were required to be listed. But because deficiencies of these are no longer a public health problem in this country, listing them is now optional.

New Format

Consumers also will see a new format, one that calls for many of the macronutrients (such as fat, cholesterol, sodium, carbohydrate, and protein) to be declared as a percent of the Daily Value—a new label reference value. The amount, in grams or milligrams per serving, of these nutrients still must be listed to their immediate right. But, for the first time, a column headed "%Daily Value" will appear.

According to Wilkening, the percent declaration of the Daily Value offers an advantage over amount declaration: The percent Daily Values put the nutrients on an equal footing in the context of a total daily diet.

For example, she said, a food is low in sodium if it has less than 140 mg of sodium. "But people look at that number, 140, and think it's a tremendous amount, when it actually is less than 6 percent of the Daily Value."

On the other hand, she said, a food with 5 g of saturated fat could be construed as being low in that nutrient just because 5 is a small number. Actually, that food would provide one-fourth the total Daily Value of 20 g of saturated fat for a 2,000-calorie diet.

"People are affected by the size of numbers," she said. "That's why percentages are helpful. They put all of the nutrients on a level playing field."

The percent Daily Value listing will carry a footnote stating that the percentages are based on a 2,000-calorie diet and that a person's individual dietary goal is based on his or her calorie needs. Some nutrition labels—at least those on larger packages—will list daily values for selected nutrients for a 2,000- and a 2,500-calorie diet and the number of calories per gram of fat, carbohydrate and protein. The calorie conversion information is required as a general guide about the caloric contributions of fat, carbohydrate and protein.

The content of micronutrients—that is, vitamins and minerals—will continue to be expressed as a percent, although the term "Daily Value" will replace "U.S. Recommended Daily Allowance."

Modifications

Some foods will carry a variation of this format. For example, the label of foods for children under 2 (except infant formula, which is exempt from nutrition labeling under NLEA) will not carry information about calories from fat, calories from saturated fat, saturated fat, polyunsaturated fat, monounsaturated fat, and cholesterol.

The reason, according to Wilkening, is to prevent parents from inadvertently assuming that infants and toddlers should restrict their fat intake, when in fact, they

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should not. Fat is important during this life stage, she said, to ensure adequate growth and development.

The labels of food for children under 4 cannot include percentages of Daily Values for macronutrients, except protein, nor any footnote information, including the lists of Daily Values for selected nutrients. The reason: Other than protein, FDA has not established Daily Values for macronutrients for this age group. The percent Daily Values for vitamins and minerals is allowed, however. The content of the other nutrients must be expressed as an amount by weight in a separate column to the right of the macronutrients.

Other foods may qualify for a simplified label format. (See bottom label, page 36.) This format is allowed when the food contains insignificant amounts of seven or more of the mandatory dietary components, including total calories. "Insignificant" means that a declaration of "zero" could be made in nutrition labeling or, for total carbohydrate, dietary fiber, and protein, a declaration of "less than 1 g."

For foods for children under 2, the simplified format may be used if the product contains insignificant amounts of six or more of the following: calories, total fat, sodium, total carbohydrate, dietary fiber, sugars, protein, vitamins A and C, calcium, and iron.

When the simplified format is used, information on total calories, total fat, total carbohydrate, protein, and sodium—even if they are present in insignificant amounts—must be listed. Calories from fat and other nutrients must be listed if they are present in more than insignificant amounts. Nutrients added to the food must be listed, too.

Serving Sizes

Whatever the format, the serving size remains the basis for reporting each nutrient's amount. However, unlike in the past, serving sizes now will be more uniform and closer to the amounts that many people actually eat. They also must be expressed in both common household and metric measures. (See accompanying table.)

Consumers will see a new name for the nutrition panel. It used to go by "Nutrition Information Per Serving." Now it will be called "Nutrition Facts."

Before, the serving size was up to the discretion of the food manufacturer. As a result, said Youngmee Park, Ph.D., a nutritionist in FDA's Office of Special Nutritionals, serving sizes often varied widely, making it difficult for consumers to compare nutritional qualities of similar products or to determine the nutrient content of the amount of food they normally ate.

The uniformity also is important, she said, for giving consistency to health claims and words describing nutrient content, such as "high fiber" and "reduced fat."

FDA and FSIS define serving size as the amount of food customarily eaten at one time. It is based on FDA- and USDA-established lists of "Reference Amounts Customarily Consumed Per Eating Occasion."

These reference amounts, which are part of the new regulations, are broken down into 139 FDA-regulated food product categories, including 11 groups of foods for children under 4, and 23 USDA meat and poultry product categories. They list the amounts of food customarily consumed per eating occasion for each food category, based primarily on national food consumption surveys. FDA's list also gives the suggested label statement for serving size declaration.

For example, the category "breads (excluding sweet quick type), rolls" has a reference amount of 50 g, and the appropriate label statement for sliced bread is "__ piece(s) __ (g)" or, for unsliced bread, "2 oz (56 g/__ inch slice)."

The serving size of products that come in discrete units, such as cookies, candy bars, and sliced products, is the number of whole units that most closely approximates the reference amount. For example, cookies have a reference amount of 30 g. The household measure closest to that amount is the number of cookies that comes closest to weighing 30 g. Thus, the serving size on the label of a cookie package in which each cookie weighs 13 g would read "2 cookies (26 g)."

If one unit weighs more than 50 percent but less than 200 percent of the reference amount, the serving size is one unit. For example, the reference amount for bread is 50 g; therefore, the label of a loaf of bread in which each slice weighs more than 25 g would state that a serving size is one slice.

For food products packaged and sold individually, if an individual package is less than 200 percent of the applicable reference amount, the item qualifies as one serving. Thus, a 360-milliliter (mL) (12 fluid-ounce) can of soda is one serving because the reference amount for carbonated beverages is 240 mL (8 fluid ounces).

However, if the product has a reference amount of 100 g or 100 mL or more and the package contains more than 150 percent but less than 200 percent of the reference amount, manufacturers have the op-

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tion of deciding whether the product is one or two servings.

For example, the serving size reference amount for soup is 245 g. So a 15-ounce (420 g) can can be listed as either one or two servings.

Presentation

There also are rules governing how the nutrition information is displayed. Under existing FDA regulations, nutrition information must appear on the information panel to the immediate right of the principal panel. Thus, on boxed foods, for example, in which the principal panel is on the front of the box, the nutrition information appears on the right side of the box. Packages whose area to the immediate right is too small or not suited for such labeling may provide information on the next panel to the right.

FSIS allows nutrition information to be listed on the principal or information panels.

The new food labeling rules call for one additional variation: For packages that are 40 square inches or less, the nutrition information may be placed on any label panel.

The rules also address size and prominence of the typeface. For example, the heading "Nutrition Facts" must be set in the largest type on the nutrition panel and be highlighted in some manner, such as boldface, all capital letters, or another graphic to distinguish it from the other information. Such highlighting also is required for headings such as "Amount per serving" and "%Daily Value" and for the names of dietary components that are not subcomponents—that is, calories, total fat, cholesterol, sodium, total carbohydrate, and protein.

Exceptions and Exemptions

In some instances, special provisions exist for providing nutrition information. For example:

- Nutrition information about game meat, such as deer, bison, rabbit, quail, wild turkey, and ostrich, may be provided on counter cards, signs, or other point-of-purchase materials. Because little nutrient data exists for these foods, FDA believes that allowing this option will enable game meat producers to give first priority to collecting appropriate data and make it easier for them to update the information as it becomes available.

Metric Conversion Chart

Units as they will appear for serving sizes on label

Household Measure	**Metric Measure**
1 tsp	5 mL
1 tbsp	15 mL
1 cup	240 mL
1 fl oz	30 mL
1 oz	28 g

tsp = teaspoon
tbsp = tablespoon
fl oz = fluid ounce
oz = ounce
mL = milliliter
g = gram

- FDA-regulated food packages with less than 12 square inches available for nutrition labeling do not have to carry nutrition information. However, they must provide an address or telephone number for consumers to obtain the required nutrition information.
- Packages with less than 40 square inches for nutrition labeling may present nutrition information in a tabular format (see top label, page 36), abbreviate the names of dietary components, and omit the footnotes with the list of daily values and caloric conversion information but include a footnote stating that the percent Daily Values are based on a 2,000-calorie diet or place nutrition information on other panels.

Some foods are exempt from nutrition labeling. These include:

- food produced by small businesses. (As mandated by NLEA, FDA defines a small business as one with food sales of less than $50,000 a year or total sales of less than $500,000. FSIS defines a small business as one employing 500 or fewer employees and producing no more than a certain amount of product per year.)
- food served for immediate consumption, such as that served in restaurants and hospital cafeterias, on airplanes, and by food service vendors (such as mall cookie counters, sidewalk vendors, and vending machines)
- ready-to-eat foods that are not for immediate consumption, as long as the food is primarily prepared on site—for example, many bakery, deli, and candy store items
- food shipped in bulk, as long as it is not for sale in that form to consumers
- medical foods
- plain coffee and tea, flavor extracts, food colors, some spices, and other foods that contain no significant amounts of any nutrients
- donated foods
- products intended for export
- individually wrapped FSIS-regulated products weighing less than half an ounce and making no nutrient content claims.

Although these foods are exempt, they are free to carry nutrition information, when appropriate—as long as it complies with the new regulations.

But, there will be plenty of other foods carrying the new nutrition information. Dietitian Susan Thom sees that as a plus.

"We'll all know exactly what we're putting in our mouths," she said. "So there'll be little room for excuses." ■

Paula Kurtzweil is a member of FDA's public affairs staff.

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LAP
SHEET

SELECTING CHILDREN'S CLOTHING

9

Check the blank as you complete each step.

1. **Take** ___ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ___ the introduction, unit objective, and specific objectives.

3. **Do** ___ the focus assignments.

4. **Stop** ___ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ___ the Information Sheet, objective 1.

Optional: Research ___ the kinds of clothing worn by children in different parts of the world. How is their clothing suited to their needs?

6. **Study** ___ the Information Sheet, objective 2.

Optional: Incorporate ___ sewing skills development by sewing a children's clothing item to donate to a children's home or shelter.

Optional: Comparison ___ shop for a clothing item for children. You do not need to purchase the item, but decide which item would be the best investment.

7. **Study** ___ the Information Sheet, objective 3.

Optional: Identify ___ safety features to look for when purchasing clothing for children. An example would be fire retardant sleepwear.

8. **Do** ___ the Assignment Sheet.

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9. Stop ____ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

Optional: Check ____ check hang-tags on children's clothing and report back to the class what information was included on the hang-tags, and what additional information would be helpful to be included on hang-tags.

10. Study ____ the Information Sheet, objective 5.

11. Take ____ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

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WRITTEN TEST

SELECTING CHILDREN'S CLOTHING

9

Name ______________________________ Score __________

OBJECTIVE 1

State purposes of clothing. Write the purposes of clothing in the blanks provided.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____

OBJECTIVE 2

List options for obtaining children's clothing. Write the options in the blanks provided.

1. ____
2. ____
3. ____
4. ____

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OBJECTIVE 3

Identify criteria for selecting clothing for children. Write an "X" in the blank before each correct answer.

_____ 1. Current fads

_____ 2. Cost effectiveness

_____ 3. Dependence encouraged

_____ 4. Durability

_____ 5. Comfort

_____ 6. Ease of putting on and taking off

_____ 7. Child's large muscle development

_____ 8. Climate and weather conditions

_____ 9. Care required

_____ 10. Independence encouraged

_____ 11. Child's small muscle development

_____ 12. Purpose of design and appropriateness for age and activities

_____ 13. Cuteness

_____ 14. Safety

_____ 15. Similarity to adult clothing

OBJECTIVE 4

Evaluated on the Assignment Sheet.

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OBJECTIVE 5

State guidelines for helping children assume responsibility for their clothing. Write the guidelines in the blanks provided.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

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LAP SHEET

CARING FOR CHILDREN WITH SPECIAL NEEDS, GIFTS AND TALENTS

10

Check the blank as you complete each step.

1. **Take** ___ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ___ the introduction, unit objective, and specific objectives.

3. **Do** ___ the focus assignments.

4. **Stop** ___ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ___ the Information Sheet, objectives 1-5.

Optional: Volunteer ___ with organizations that help special needs children such as Special Olympics or group homes.

Optional: Participate ___ in "empathy stations."

Optional: Identify ___ ways that your school helps meet the needs of special needs children.

6. **Do** ___ Assignment Sheet 1.

7. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

8. **Study** ___ the Information Sheet, objectives 7-9.

Optional: Identify ___ ways that your school helps meet the needs of gifted and talented children.

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9. **Do** ___ Assignment Sheet 2.

10. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

11. **Do** ___ Assignment Sheet 3.

12. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

13. **Take** ___ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

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WRITTEN TEST

CARING FOR CHILDREN WITH SPECIAL NEEDS, GIFTS AND TALENTS

10

Name ______________________________ Score __________

OBJECTIVE 1

Describe types of special needs. Describe the types of special needs in the blanks provided.

1. Health impairments – ______________________________
2. Intellectual challenges – ______________________________
3. Physical or motor challenges – ______________________________
4. Psychological/emotional challenges – ______________________________
5. Speech and language – ______________________________

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OBJECTIVE 2

Select from a list the challenges for special needs children. Place an "X" in front of correct answers.

____ 1. Accessibility to recreational and social activities

____ 2. Shelter

____ 3. Stereotyping by others

____ 4. Family acceptance

____ 5. Fear or avoidance by others

____ 6. Intellectual limitations

____ 7. Limited time

____ 8. Physical limitations

____ 9. Legal challenges

____ 10. Too many choices

____ 11. Health problems

____ 12. Emotional problems

____ 13. Different likes/dislikes than other children

____ 14. Exclusion/limited social interaction

OBJECTIVE 3

Answer questions about the impact of special needs children on others. Write your answers in the blanks provided.

1. What is the impact of special needs children on parents?

____

____

____

____

____

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2. What is the impact of special needs children on siblings?

3. What is the impact of special needs children on caregivers?

4. What is the impact of special needs children on peers?

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OBJECTIVE 4

Discuss the rights of special needs children. Write your answer in the blanks provided.

____

____

____

____

____

____

OBJECTIVE 5

List resources for meeting the needs of special needs children. List the resources in the blanks provided.

1. ____
2. ____
3. ____
4. ____
5. ____

OBJECTIVE 6

Evaluated on Assignment Sheet 1.

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OBJECTIVE 7

Characterize a gifted and talented child. Write the characteristics in the blanks provided.

____

____

____

____

____

____

OBJECTIVE 8

Answer questions about the impact of gifted and talented children on others.

1. What is the impact of gifted and talented children on parents?

____

____

____

____

____

____

____

____

2. What is the impact of gifted and talented children on siblings?

____

____

____

____

____

May be photocopied for student use.

3. What is the impact of gifted and talented children on caregivers?

____

____

____

____

____

OBJECTIVE 9

List resources for meeting the needs of gifted and talented children.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

OBJECTIVE 10

Evaluated on Assignment Sheet 2.

OBJECTIVE 11

Evaluated on Assignment Sheet 3.

May be photocopied for student use.

CHILDREN WITH SPECIAL NEEDS, GIFTS AND TALENTS

Case 1

Philip is a 10-year-old male who has been diagnosed with a learning disability (LD) in reading skills. He is in the third grade and attends regular classes for most of the day. Philip works with a reading specialist for one hour a day. His learning disability was recently diagnosed by a psychometrist who has since referred Philip and his parent to a private education specialist who is helping them set up a tutoring program at home to help Philip with his learning disability.

Case 2

Ashley is a 14-year-old female who has demonstrated exceptional abilities in math and science. She is a freshman at a regular high school. However, she is taking college classes in calculus and physics. She is also the president of her high school's math and science club and competes at a state level at competitions. Her parents are highly supportive, however they discourage her from competing in national competitions and turned down the opportunity for her to go to a private residential school. While her parents want her to develop her exceptional gift, they also want her to develop as a normal child and realize the wide variety of opportunities available to her.

Case 3

Amy is a 6-year-old female who suffered a severe spinal cord injury when she was five. She is able to walk short distances with the aid of leg braces and crutches. She uses a wheelchair for longer distances. She attends a regular kindergarten class. Amy attends physical therapy twice a week. She saw a child psychologist for six months following her accident, but is no longer in therapy. Her parents belong to a support group of parents with physically challenged children.

Case 4

Marcus is a 9-year-old male who has Attention Deficit Disorder with Hyperactivity. Marcus was diagnosed after his parents' concern when a teacher shared that Marcus was often fidgety, inattentive, aggressive, and easily frustrated at school. His parents learned everything they could about Attention Deficit Disorder and worked with the teacher to help Marcus. Several things that they did were to create a more structured environment for Marcus, make sure to give clear directions, develop a reward system, and provide opportunities for new interests, especially physical activities. Marcus's parents met with a mental health professional to learn ways to cope with Attention Deficit Disorder. They learned that medication is one alternative for treatment of Attention Deficit Disorder.

May be photocopied for student use.

LAP SHEET

CARING FOR CHILDREN IN CRISIS

11

Check the blank as you complete each step.

1. **Take** ___ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.
2. **Read** ___ the introduction, unit objective, and specific objectives.
3. **Do** ___ the focus assignments.
4. **Stop** ___ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.
5. **Study** ___ the Information Sheet, objective 1. Think of situations which might create family crisis situations. Some examples are death, domestic violence, and relocation.

Optional: Refer ___ to Unit 1, objective 9 for changes that affect families. Changes can also create crisis situations for families.

Optional: Find ___ examples of families in crisis situations in current newspapers and magazines.

Optional: Read ___ OSU Cooperative Extension publications *Helping Children Cope* series, *Stress: How Families Can Cope*, *Family Crisis*, *Why Adolescent Suicide?* and/or *Runaway Youth*.

Optional: Watch ___ one or more of the following videos: *Children of Alcoholics*, *Anger*, *A Family Again*, or *Tender Places*.

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6. **Study** ___ the Information Sheet, objectives 2 and 3.

Optional:
Find ___ examples of the problem of child abuse in current magazine or newspaper articles.

7. **Study** ___ the Information Sheet, objective 4.

Optional:
Listen ___ to a guest speaker about the problem of child abuse.

Optional:
Obtain ___ information on child abuse from national and state organizations involved in child abuse prevention.

Optional:
Research ___ the signs of child abuse and neglect. Write a list of possible signs of abuse and/or neglect.

Optional:
Read ___ the OSU Cooperative Extension publication *Child Abuse: Identification and Reporting* and Department of Human Services publications on child abuse.

Optional:
Watch ___ the video The *Hidden Shame.*

8. **Study** ___ the Information Sheet, objective 5.

9. **Do** ___ Assignment Sheet 1.

10. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

11. **Do** ___ Assignment Sheet 2.

12. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

13. **Do** ___ Assignment Sheet 3.

May be photocopied for student use.

14. Stop ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

15. Take ___ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

May be photocopied for student use.

CARING FOR CHILDREN IN CRISIS

11

Name ______________________________ Score __________

OBJECTIVE 1

State ways in which crises can affect families. List five ways in the blanks provided.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

OBJECTIVE 2

Define types of child abuse. Define the four types of child abuse in the blanks provided.

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____
4. ______________________________
____

May be photocopied for student use.

OBJECTIVE 3

List risk factors that increase the chance of child abuse. Write your answers in the blanks provided.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

OBJECTIVE 4

Answer questions about the reporting of suspected child abuse. Write your answers in the blanks provided.

1. What is an individual who has reason to believe a child has been abused required to do?

   ____

   ____

2. How may individuals report child abuse cases anonymously?

   ____

3. If medical professionals suspect child abuse what must they do?

   ____

   ____

4. Failing to report child abuse is what type of crime?

   ____

May be photocopied for student use

OBJECTIVE 5

List community resources for crisis management. Write the resources in the blanks provided.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________

OBJECTIVE 6

Evaluated on Assignment Sheet 1.

OBJECTIVE 7

Evaluated on Assignment Sheet 2.

OBJECTIVE 8

Evaluated on Assignment Sheet 3.

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A Family in Crisis

The Morris family consists of the parents, Mike and Nancy, and two children, Amy, age thirteen, and Nicholas, age seven. The family has been living in the same small town for fifteen years. Until recently, both parents were employed.

Mike was a foreman at a local manufacturing plant where he had worked since graduating from high school fifteen years ago. Recently, the manufacturing plant closed. It was the only large employer in the area. Nancy completed her Associates Degree in accounting three years ago and started working part-time as a bookkeeper. One year ago Nancy was promoted to full-time accounting clerk.

The Morris children have been attending the same school system since kindergarten. Amy is a an Honor student and a member of the Junior High Cheerleading squad. Nicholas has a reading disability which was diagnosed last year. His schoolwork has been steadily improving since his enrollment in a special reading class and through the help of a private tutor. Child care for the Morris's family is provided, at a minimal cost, by Nancy's mother who lives nearby.

The crisis that the Morris family faces is financial. On Nancy's income alone, the family can barely continue to pay their mortgage, medical insurance, and other basic needs. The Morris family cannot, however, keep both cars that they now have nor can they continue to pay for Amy's cheerleading expenses or Nicholas's tutoring. The family will have to economize drastically.

One option available to the Morris family is moving. The only job that Mike Morris has been able to find is in a major city several hundred miles away from where they now live. The income from this job would be greater than the income that the family now has. However, Nancy does not know if she can find work in the city and the children fear moving away from their hometown.

The family holds a meeting to discuss their options and to make a decision to move or stay.

May be photocopied for student use.

LAP
SHEET

EVALUATING CHILD CARE SERVICES AND COMMUNITY RESOURCES

12

Check the blank as you complete each step.

1. **Take** ____ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ____ the introduction, unit objective, and specific objectives.

3. **Do** ____ the focus assignments.

4. **Stop** ____ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ____ the Information Sheet, objective 1.

Optional: Identify ____ what factors you think will affect child care in the future.

6. **Study** ____ the Information Sheet, objectives 2-3.

Optional: Write ____ a short paragraph on the advantages and disadvantages of child care options.

Optional: Watch ____ one or more of the following videos: *Child Care Alternatives, Child Care: A Family Business, School-Age Child Care.*

7. **Study** ____ the Information Sheet, objective 4.

8. **Study** ____ the Information Sheet, objective 5. Think about what criteria you believe are most important.

Optional: Read ____ OSU publications *Selecting Child Care, Selecting Family Day Care, Home Alone: Working Parents and School Age Child Care.*

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Optional: Watch ___ the video *Best for Us: Selecting Child Care.*

Optional: Write ___ a checklist for evaluating child care programs.

Optional: Visit ___ a child care program and evaluate the program.

Optional: Listen ___ to a guest speaker from the Department of Human Services speak about licensing requirements for child care facilities.

9. Study ___ the Information Sheet, objective 6. Think about why licensing requirements are important.

Optional: Obtain ___ the licensing requirements for your state.

10. Study ___ the Information Sheet, objective 7.

11. Do ___ Assignment Sheet 1.

12. Stop ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

13. Study ___ the Information Sheet, objective 9.

Optional: Research ___ sources of information in your community.

14. Do ___ Assignment Sheet 2.

15. Stop ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

16. Take ___ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

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WRITTEN TEST

EVALUATING CHILD CARE SERVICES AND COMMUNITY RESOURCES

12

Name ____________________ Score __________

OBJECTIVE 1

Discuss changing needs for child care. Why might child care be needed? Respond in the blanks provided.

OBJECTIVE 2

Explain considerations affecting child care choices. Explain considerations affecting child care choices in the blanks provided.

1. Amount of time needed – ____________________
2. Cost of the child care – ____________________
3. Distance to the child care facility – ____________________
4. Types of care available in your community – ____________________

May be photocopied for student use.

OBJECTIVE 3

Match options for child care to their descriptions. Write the correct letter in the blanks.

A. play groups
B. child care centers
C. after school programs
D. church-sponsored child care
E. one-time child care
F. infant care
G. employer-sponsored child care
H. substitute care
I. care in the caregiver's home
J. subsidized care
K. government-sponsored child care
L. cooperative child care
M. limited care
N. care in the child's home
O. drop-in child care
P. group care
Q. early childhood education programs or preschools

_____ 1. Organized by parents to provide children with social activities; parents may exchange services

_____ 2. Child care that provides early childhood educational programs

_____ 3. Child care available for an hourly basis

_____ 4. Child care usually housed in church facilities; generally part-time care is available but may be full time

_____ 5. The child is cared for in a center with other children

_____ 6. Programs targeted at school-age children that provide activities for children during the gap between after-school and the parents' arrival home from work

_____ 7. The child is cared for by someone in the home; the caregiver may be a relative, friend, babysitter, or may be a nanny

_____ 8. Child care organized by groups of families; parents are expected to contribute to the operation of the facility

_____ 9. Child care is provided at the work site for children of employees

_____ 10. Free or low cost child care is offered to those who qualify

_____ 11. The child is taken to the caregiver's home, usually involves a small group of children; also referred to as family day care

May be photocopied for student use.

OBJECTIVE 4

Describe the effects of child care on children and families. Describe the effects in the blanks provided.

1. Separation anxiety - ______________________________

2. Feelings of guilt or jealousy - ______________________________

3. Mental development - ______________________________

4. Social development - ______________________________

OBJECTIVE 5

State criteria for evaluating child care programs. Write your answers in the blanks.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

May be photocopied for student use.

OBJECTIVE 6

Answer questions about licensing requirements for child care services. Write your answers in the blanks.

1. Licensing requirements will vary by what factors?

____

____

2. Licensing means that a child care service meets what level of standards?

____

3. List six items that licensing requirements cover.

____

____

____

____

____

____

OBJECTIVE 7

List responsibilities of parents in a child care arrangement. Write ten responsibilities in the blanks provided.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

May be photocopied for student use.

9. ______________________________

10. ______________________________

OBJECTIVE 8 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 9 **Identify sources of information about child care.** Place an "X" in front of correct answers.

____ 1. State agencies

____ 2. Trade unions

____ 3. Friends, relatives, co-workers

____ 4. National associations

____ 5. Police department

____ 6. University services

____ 7. Child care facilities

____ 8. Community agencies or organizations

____ 9. Religious organizations

____ 10. Employee records

OBJECTIVE 10 **Evaluated on Assignment Sheet 2.**

May be photocopied for student use.

LAP
SHEET

EXPLORING CAREERS RELATING TO CHILDREN

13

Check the blank as you complete each step.

1. **Take** ___ the pretest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

2. **Read** ___ the introduction, unit objective, and specific objectives.

3. **Do** ___ the focus assignments.

4. **Stop** ___ and have your instructor evaluate your work from the focus assignment. After your work has been evaluated, follow your instructor's recommendations.

5. **Study** ___ the Information Sheet, objective 1.

Optional: Identify ___ specific examples of careers relating to children.

Optional: Interview ___ a professional whose career involves children.

Optional: Find ___ newspaper or trade journal advertisements that relate to jobs involving children. Think about the requirements and training needed for the jobs.

6. **Study** ___ the Information Sheet, objective 2. Think about why these qualifications are important. Write down any additional qualifications you would add to this list.

7. **Study** ___ the Information Sheet, objective 3. Think about your opinion on ethical standards and workforce issues.

Optional: Find ___ examples of codes of standards of ethics for specific professions or jobs.

May be photocopied for student use.

Optional: Write ___ a short paragraph on the importance of reporting suspected child abuse or neglect.

8. **Study** ___ the Information Sheet, objective 4.

Optional: Interview ___ a professional on what steps he or she took to achieve a career in his or her field.

Optional: Write ___ a short paper on the interview.

9. **Do** ___ Assignment Sheet 1.

Optional: Think ___ about the economic impact of child related businesses in your community.

10. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

11. **Do** ___ Assignment Sheet 2.

12. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

13. **Do** ___ Assignment Sheet 3.

14. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

15. **Do** ___ Assignment Sheet 4.

16. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

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17. **Do** ___ Assignment Sheet 5.

Optional: Read ___ one or more of the following OSU publications *Skills for Employment: Assessing Job Skills, Skills for Employment: Writing a Resume, Skills for Employment: The Job Search, Skills for Employment: The Job Application, Skills for Employment: The Job Interview, Skills for Employment: Accepting and Starting the Job.*

Optional: Write ___ your resume.

18. **Stop** ___ and have your instructor evaluate your work from the Assignment Sheet. After your work has been evaluated, follow your instructor's recommendations.

19. **Take** ___ the posttest provided by your instructor. Have your instructor evaluate your completed test. After your test has been evaluated, follow your instructor's recommendations.

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WRITTEN TEST

EXPLORING CAREERS RELATING TO CHILDREN

13

Name ______________________ Score __________

OBJECTIVE 1

Describe career opportunities related to children. Write your answers in the blanks.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

May be photocopied for student use.

7.

8.

OBJECTIVE 2

List personal qualifications for child care providers. Write your answers in the blanks.

1.
2.
3.
4.
5.
6.
7.
8.

OBJECTIVE 3

State ethical practices. Write your answers in the blanks provided.

1.
2.
3.
4.
5.
6.

May be photocopied for student use.

OBJECTIVE 4 **List steps in making career decisions.** Write your answers in the blanks.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____

OBJECTIVE 5 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 6 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 7 **Evaluated on Assignment Sheet 3.**

OBJECTIVE 8 **Evaluated on Assignment Sheet 4.**

OBJECTIVE 9 **Evaluated on Assignment Sheet 5.**

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PARENTING AND CHILD DEVELOPMENT

CIMC

CIM

READING SKILLS

WRIT

UNITS OF INSTRUCTION	Reading Comprehension									Research and Reference								Functional Reading						Language		Composition							
	Gain factual information	Distinguish fact, opinion and inference	Recognize stereotyping and bias	Recognize propaganda	Analyze cause and effect	Draw conclusions	Make generalizations	React to written material	Apply word analysis techniques	Select useful resources	Locate resources	Find materials in library	Use standard references	Use in-book reference tools	Use audiovisual media	Use computer data base	Use magazines and newspapers	Interpret forms and records	Follow written instructions	Interpret graphics and symbols	Use content area vocabulary	Interpret abbreviations/acronyms	Read aloud	Use standard grammar and correct spelling, punctuation, and capitalization	State ideas clearly	Use complete sentences	Develop preliminary outline	Use topic sentences	Use introductory/closing paragraphs	Compose reports	Compose essays	Proofread and edit	Construct graphics and symbols
1. Describing the Family and its Future	●				●	●				●	●	●					●							●	●	●							
2. Exploring Parenting										●	●								●					●	●								
3. Describing Pregnancy, Prenatal care and Childbirth	●					●				●	●	●	●						●					●	●	●				●			
4. Applying Child Development Concepts	●					●		●		●		●	●						●					●	●	●				●			
5. Caring for Infants and Toddlers																			●					●	●	●							
6. Caring for Preschool and School-Age Children																			●					●	●	●							
7. Guiding Children	●									●	●						●		●					●	●	●				●			
8. Promoting Children's Well-Being	●																		●					●	●	●							
9. Selecting Children's Clothing																			●														
10. Caring for Children with Special Needs, Gifts, and Talents	●									●	●	●												●	●	●				●			
11. Caring for Children in Crisis	●									●	●								●					●	●	●				●			
12. Evaluating Child Care Services and Community Resources										●									●					●	●	●				●			
13. Exploring Careers Relating to Children																			●					●	●	●				●			

CIMC BASIC SKILLS DOCUMENTATION MATRI

WRITING SKILLS

MATH SKILLS

position					Research					Functional Writing							Operation and Calculation														Math Application											Data Analysis and Display											
[illegible]	Compose reports	Compose essays	Proofread and edit	Construct graphics and symbols	Take notes	Use notecards	Create bibliography	Use footnotes	Outline material	Complete forms and records	Write instructions	Write letters	Write job applications	Write resumes	Use word processing	Use computer graphics	Round off numbers	Estimate answers	Use scientific notations	Use exponential notations	Calculate with whole numbers	Calculate with fractions	Calculate with decimals	Convert whole numbers to fractions	Convert whole numbers to decimals	Solve numerical expressions	Solve formulae and equations	Obtain squares and square roots	Convert units of measure	Perform metric calculations	Solve word problems	Select/apply mathematical formula	Select/apply mathematical procedure	Use English and metric measures	Solve time/rate/distance problems	Solve ratio/proportion problems	Solve percent problems	Apply techniques of scaling	Apply algebra principles	Apply geometry principles	Apply trigonometry principles	Interpret charts and tables	Interpret graphs (type)	Collect /record data	Apply sampling techniques	Apply principles of probability	Construct charts and tables	Construct graphs	Calculate statistics	Interpret statistics	Interpret blueprints/plans	Make measurements	Perform banking transactions
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MATRIX

SCIENCE SKILLS

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nalysis splay					Functional Math														General Science									Life Science							Physical Science					Earth Science							
Construct charts and tables	Construct graphs	Calculate statistics	Interpret statistics	Interpret blueprints/plans	Make measurements	Perform banking transactions	Make change	Solve practical problems	Calculate gross earnings	Solve income/expense problems	Prepare a budget	Calculate interest	Solve interest problems	Calculate sales tax	Determine income tax	Use calculator for computation	Use computer for computation	Use computer spreadsheets	Apply computing skills	Apply scientific method of inquiry	Conduct experiments	Investigate science ethics	Investigate science history	Investigate/apply economics in technology	Use scientific instruments	Investigate/apply technology	Collect specimens	Identify/classify living organisms	Investigate biological history of the earth	Investigate food chains, webs, pyramids	Investigate/apply principles of human development	Investigate/apply principles of genetics/heredity	Investigate/apply principles of anatomy/physiology	Investigate health issues	Analyze/classify matter	Investigate forms/changes of matter	Investigate forms/changes of energy	Investigate/apply chemical properties	Investigate/apply physical laws	Investigate physical characteristics of the earth	Investigate geological history of the earth	Investigate physical forces acting on the earth	Solve problems of longitude, latitude, and time zones	Investigate conservation of physical resources	Investigate conservation of living resources	Investigate issues of environmental impact	Apply science principles to environmental issues
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PARENTING AND CHILD DEVELOPMENT

CIMC

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READING SKILLS

WRI

UNITS OF INSTRUCTION	Reading Comprehension									Research and Reference								Functional Reading						Language		Composition							
	Gain factual information	Distinguish fact, opinion and inference	Recognize stereotyping and bias	Recognize propaganda	Analyze cause and effect	Draw conclusions	Make generalizations	React to written material	Apply word analysis techniques	Select useful resources	Locate resources	Find materials in library	Use standard references	Use in-book reference tools	Use audiovisual media	Use computer data base	Use magazines and newspapers	Interpret forms and records	Follow written instructions	Interpret graphics and symbols	Use content area vocabulary	Interpret abbreviations/acronyms	Read aloud	Use standard grammar and correct spelling, punctuation, and capitalization	State ideas clearly	Use complete sentences	Develop preliminary outline	Use topic sentences	Use introductory/closing paragraphs	Compose reports	Compose essays	Proofread and edit	Construct graphics and symbols
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2. Exploring Parenting										●	●								●					●	●								
3. Describing Pregnancy, Prenatal care and Childbirth	●					●				●	●	●	●						●					●	●	●				●			
4. Applying Child Development Concepts	●					●		●		●		●	●						●					●	●	●				●			
5. Caring for Infants and Toddlers																			●					●	●	●							
6. Caring for Preschool and School-Age Children																			●					●	●	●							
7. Guiding Children	●									●	●						●		●					●	●	●				●			
8. Promoting Children's Well-Being	●																		●					●	●	●							
9. Selecting Children's Clothing																			●														
10. Caring for Children with Special Needs, Gifts, and Talents	●									●	●	●												●	●	●				●			
11. Caring for Children in Crisis	●									●	●								●					●	●	●				●			
12. Evaluating Child Care Services and Community Resources										●									●					●	●	●				●			
13. Exploring Careers Relating to Children																			●					●	●	●				●			

CIMC BASIC SKILLS DOCUMENTATION MATR

WRITING SKILLS

MATH SKILLS

position					Research					Functional Writing							Operation and Calculation														Math Application											Data Analysis and Display										
Use introductory/closing paragraphs	Compose reports	Compose essays	Proofread and edit	Construct graphics and symbols	Take notes	Use notecards	Create bibliography	Use footnotes	Outline material	Complete forms and records	Write instructions	Write letters	Write job applications	Write resumes	Use word processing	Use computer graphics	Round off numbers	Estimate answers	Use scientific notations	Use exponential notations	Calculate with whole numbers	Calculate with fractions	Calculate with decimals	Convert whole numbers to fractions	Convert whole numbers to decimals	Solve numerical expressions	Solve formulae and equations	Obtain squares and square roots	Convert units of measure	Perform metric calculations	Solve word problems	Select/apply mathematical formula	Select/apply mathematical procedure	Use English and metric measures	Solve time/rate/distance problems	Solve ratio/proportion problems	Solve percent problems	Apply techniques of scaling	Apply algebra principles	Apply geometry principles	Apply trigonometry principles	Interpret charts and tables	Interpret graphs (type)	Collect /record data	Apply sampling techniques	Apply principles of probability	Construct charts and tables	Construct graphs	Calculate statistics	Interpret statistics	Interpret blueprints/plans	Make measurements
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ATRIX

SCIENCE SKILLS

94-010781

Functional Math																	General Science									Life Science							Physical Science					Earth Science							
Calculate statistics	Interpret statistics	Interpret blueprints/plans	Make measurements	Perform banking transactions	Make change	Solve practical problems	Calculate gross earnings	Solve income/expense problems	Prepare a budget	Calculate interest	Solve interest problems	Calculate sales tax	Determine income tax	Use calculator for computation	Use computer for computation	Use computer spreadsheets	Apply computing skills	Apply scientific method of inquiry	Conduct experiments	Investigate science ethics	Investigate science history	Investigate/apply economics in technology	Use scientific instruments	Investigate/apply technology	Collect specimens	Identify/classify living organisms	Investigate biological history of the earth	Investigate food chains, webs, pyramids	Investigate/apply principles of human development	Investigate/apply principles of genetics/heredity	Investigate/apply principles of anatomy/physiology	Investigate health issues	Analyze/classify matter	Investigate forms/changes of matter	Investigate forms/changes of energy	Investigate/apply chemical properties	Investigate/apply physical laws	Investigate physical characteristics of the earth	Investigate geological history of the earth	Investigate physical forces acting on the earth	Solve problems of longitude, latitude, and time zones	Investigate conservation of physical resources	Investigate conservation of living resources	Investigate issues of environmental impact	Apply science principles to environmental issues
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Parenting and Child Development

CIMC

Student Workbook

94-010781

Oklahoma Department of
Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364

HE3011

Parenting and Child Development

Student Workbook

Developed by the
Curriculum and Instructional Materials Center
for the Division of Home Economics Education
Oklahoma Department of Vocational and Technical Education

94-010781

HE3011

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UNIT 3
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UNIT 4
Applying Child Development Concepts 4-1

UNIT 5
Caring for Infants and Toddlers 5-1

UNIT 6
Caring for Preschool and School-Age Children 6-1

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Evaluating Child Care Services and Community Resources 12-1

UNIT 13
Exploring Careers Relating to Children 13-1

OBJECTIVE SHEET

DESCRIBING THE FAMILY AND ITS FUTURE

1

INTRODUCTION

Everyone has grown up in, or been a part of, some kind of family. Just as the family members are unique, one family is also different from another. In the past, the structure of families and the roles of family members were well-defined. Today, there are many kinds of families and different roles within the family. The roles of family members are changing in response to new challenges and new situations. In addition, families are constantly changing as family members begin a marriage, have children, go off to school, or retire. Families also go through traumatic events such as death or divorce which can have a pronounced effect on family members. This unit will explore the family and its future.

FOCUS ASSIGNMENTS

Reading Comprehension

- Gain factual information
- Analyze cause and effect
- Draw conclusions

Language

- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition

- Use complete sentences

FOCUS ASSIGNMENTS	
PREREADING:	Read the Handout *Families Are Not All the Same*. As you read pay special attention to what the families have in common and what makes them different.
WRITING:	Write a short (one paragraph to one page) discussion of what the families have in common and what makes them different. Discuss advantages and disadvantages to these families.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Identify functions of families.
2. Match types of family structures to their descriptions.
3. Discuss characteristics of families past and present.
4. Profile families past and present. (Assignment Sheet 1)
5. List the effects dual-career families have on family members.
6. Distinguish among stages of the family life cycle.
7. Develop a family life cycle chart. (Assignment Sheet 2)
8. Identify at-risk families.
9. Discuss the impact of changes affecting families.
10. Report about current issues affecting the family. (Assignment Sheet 3)

INFORMATION SHEET

DESCRIBING THE FAMILY AND ITS FUTURE

1

OBJECTIVE 1

Optional Activities/
Resources in
Instructor's Guide

Identify functions of families.

WORDS YOU SHOULD KNOW	
family	unit of intimate, transacting, and interdependent persons who share some values and goals, share responsibility for decisions and resources, and have commitment to one another over time

☑ **NOTE:** This view promotes the family as a major source of nurturing, protection, renewal, and education for the individual. The definition of a family is as defined by the American Home Economics Association. It is the responsibility of family members to help each other "function" as a family unit. Most types of families serve four major functions that are as follows.

- To raise children and accept the challenges and rewards of parenthood.

  ☑ **NOTE:** Whether by biological parenting, adoption, stepparenting, or foster parenting, the family functions as the primary child-rearing unit.

- To provide physical care of individuals.
- To receive security and emotional support which includes love, acceptance, understanding, and encouragement from each other.
- To help children and young people learn about societal and family values such as honesty, sharing, and fair play.

  ☑ **NOTE:** Children learn acceptable behaviors by the examples set in their families.

OBJECTIVE 2

Optional Activities/
Resources in
Instructor's Guide

Match types of family structures to their descriptions.

WORDS YOU SHOULD KNOW	
family structure	the way a family is organized with boundaries, power, influence, and support

☑ **NOTE:** In today's society, there are many ways in which families differ in structure. Any family structure can succeed or fail. In each type of family structure, there is the opportunity for supportive and loving relationships.

- **blended family** – when the parent in a single-parent family marries; family will include at least one stepparent and one stepchild, but may include two stepparents and several stepchildren

- **cooperative family** – nonrelated people who join together to raise their children as one family

- **extended family** – all generations and relatives who are direct descendants of a person

  EXAMPLES: Siblings, parents, cousins, aunts, uncles, grandparents, and great-grandparents

- **non-child family** – couples without children or couples whose children have grown up and left the home

- **nuclear family** – a couple who marries and establishes a home of their own; may include dependent natural children, adopted, and/or foster children, or the couple may not have children

- **single-parent family** – when one parent lives with his or her children; parent my be divorced, widowed, or never married

OBJECTIVE 3

Required Activities/
Resources
– Discussion

Optional Activities/
Resources in
Instructor's Guide

Discuss characteristics of families past and present.

Discuss the question "What are the characteristics of families past and present?"

☑ **NOTE:** Traditionally, families often had definite ideas of what were male activities and what were female activities. While some families are still very "traditional," today many American families are moving toward life-styles with more gender equity.

- **Many men and women no longer feel they must respond to the division of labor and action on the basis of gender.** They are experiencing the freedom to try different roles and jobs that are not "traditional."

- **Males and females are sharing household chores and child care responsibilities.** Gender equity in the family means that either partner may be employed, cook the meals, clean the house, or take care of children. This flexibility increases the potential for experiencing and sharing the work required in families. Many families run home-based businesses which add to the opportunities available to share family responsibilities. The sharing of family responsibilities also offers another way of expressing love and consideration of other family members.

  ☑ **NOTE:** In single-parent families, one parent will assume full responsibility for household chores and child care. That single parent may be either male or female.

- **Employment of both men and women inside and outside the home is a major factor affecting the current trend toward multiple role responsibilities.** Multiple work roles, both on the job and at home, are becoming more common, regardless of gender.

- **The average number of children in families has decreased over the past decade.** At the beginning of the twentieth century, it was common for families to have four or more children. Today many couples expect to have only one or two children, or possibly none at all. In addition, many couples are waiting until later in life to have children.

OBJECTIVE 4

Complete Assignment Sheet 1.

OBJECTIVE 5

Optional Activities/
Resources in
Instructor's Guide

List the effects dual-career families have on family members.

- Children and parents learn the importance of each family member contributing to the family household upkeep.
- Children may become more independent.
- Couples allow for individual development of professional identities.
- Family financial pressures may be relieved and the standard of living improved.
- Children relate with the positive image their parents set and identify with the career possibilities.
- Couples have the chance to expand their lives and face new challenges.
- A partner who views his or her career as more important than the other partner's career or the demands of the family can cause stressful situations for the family.
- Child care arrangements have to be made for preschool and school-age children.
- Child care, transportation, and working wardrobe expenses sometimes cost the family almost as much as one working parent makes.
- Children may return home from school to an empty house until their parents come home from work.
- Family conflicts can arise when individuals are unable to give 100 percent of their time, energy, and thought into both their career and their family life.
- Parents who carry the major load of the household tasks and maintain a work schedule are likely to experience the stresses and strains of an overloaded schedule.

OBJECTIVE 6

Optional Activities/
Resources in
Instructor's Guide

Distinguish among stages of the family life cycle.

☑ **NOTE:** According to researchers, most families will follow eight fairly predictable patterns as they grow and develop. While the cycle may vary, general family life cycle trends are apparent in families with children.

Establishment Stage	**Stage 1**	Newly-married couple; no children
Growth Stages	**Stage 2**	Childbearing years; couple with infants or toddlers
	Stage 3	Preschool years; couple with oldest child between 3 and 6 years
	Stage 4	School-age; couple with oldest child between 6 and 13 years
	Stage 5	Adolescent years; couple with oldest child between 13 and 18 years
Contracting Stages	**Stage 6**	Launching years; the time when the oldest child leaves home until the last child leaves home
	Stage 7	Middle-age; the time when children leave home until the couple retires
	Stage 8	Retirement; the time from retirement until death of both spouses

OBJECTIVE 7

Complete Assignment Sheet 2.

OBJECTIVE 8

Optional Activities/
Resources in
Instructor's Guide

Identify at-risk families.

WORDS YOU SHOULD KNOW	
at-risk	individuals who face the possibility of limited participation in the social, political, and economic mainstream of society

- Children from single parent families
- Children attending schools with a high concentration of students who live in poverty
- Children with limited English proficiency
- Children who live in neglectful and/or non-nurturing families
- Children with various physical and mental disabilities
- Children who live in families where substance abuse occurs
- Families headed by teenage parents
- Individuals lacking the necessary skills for employment
- Individuals who dropout and/or fail in school
- Members of minority groups in racial isolation
- Those who live in poverty or low-income households

☑ **NOTE:** Children and families who are at risk of academic and/or social failure are and should be of major concern to society and educators. Millions of families are living in poverty and their children are poverty-bound and at risk to repeat the cycles that keep them poor and disadvantaged unless an intensive reform effort is undertaken in this nation.

OBJECTIVE 9

Discuss the impact of changes affecting families.

Required Activities/
Resources
– Discussion

Optional Activities/
Resources in
Instructor's Guide

Discuss the question "How do changes affect families?"

- **accident/injury/illness** – an accident, injury, or illness to a family member will affect all family members; increased financial pressures on the family, especially if member was major income producer or if adequate insurance was lacking; increased demands for care of family member

- **birth of a family member** – new family members create additional responsibilities and change the focus of family members

- **change in economic status** – a change in family income, either an increase or decrease, will affect the resources available to family members

- **crime** – being a victim of criminal violence, domestic violence, or the incarceration of a family member as a result of a criminal offense will affect the home and family life of each family member

- **death of a family member** – death of a family member has a profound effect on family members; responsibilities must be shared among remaining family members

- **disaster** – natural disasters such as floods, tornados or earthquakes can devastate a family by destroying belongings and shelter; disasters can also claim the lives of family members

- **divorce** – the breakup of a family will affect both the spouses and the children; custody or visitation rights are often contested causing stress on all family members

- **relocation** – because of economic necessity many families must relocate; relocation uproots family members from familiar surroundings and friends

  ☑ **NOTE:** While relocation is initially stressful, most family members will quickly adapt to their new surroundings.

- **remarriage** – the remarriage will affect family members and will create blended families if children are involved; the children must learn how to interact in the new family

OBJECTIVE 10

Complete Assignment Sheet 3.

ASSIGNMENT SHEET 1

DESCRIBING THE FAMILY AND ITS FUTURE

1

Name ______________________________ Score __________

OBJECTIVE 4

Profile families past and present.

EQUIPMENT AND SUPPLIES

- Library resources
- Paper and pen or pencil

INSTRUCTIONS

1. Using the information found in your textbook readings, library resources, and personal interviews, profile families past and present. Originality and creativity are encouraged, but the profile must include the following information (in any order):
   - What was/is the role of the extended family?
   - What family structures were/are common?
   - What career choices were/are available for families, and how did those careers affect the family?
   - How has family size changed over the years? Why?
   - Identify the different types of family support systems available.
   - What responsibilities did/do family members have to maintain the household?
2. Use a separate sheet of paper and identify the sources of information used.

Reading Comprehension
- Gain factual information
- Analyze cause and effect
- Draw conclusions

Research and Reference
- Select useful resources
- Locate resources
- Find materials in library

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Research
- Create bibliography

Interactive Communications
- Conduct/receive interviews

ASSIGNMENT SHEET 2

DESCRIBING THE FAMILY AND ITS FUTURE

Name ______________________________ Score __________

OBJECTIVE 7 **Develop a family life cycle chart.**

EQUIPMENT AND SUPPLIES

- Paper and pen or pencil

INSTRUCTIONS

Research
- Take notes

Listening
- Apply active listening skills

Interactive Communications
- Apply questioning techniques
- Conduct/receive interviews

Cognitive Activities
- Collect/record information

Identify a family with children that would be interesting to learn more about. The family may be a personal extended family, an aunt's or uncle's family, or a friend's family. To trace the life cycle of the chosen family, answer the following questions based on the information available. Personal interviews, family records or accounts of history, or telephone contacts may be used to obtain the family life cycle information. Use a separate sheet of paper to record the following information.

1. **ESTABLISHMENT**
   - Male spouse's name
   - Female spouse's name
   - Year married
   - Location of first home
   - Special family events
2. **CHILDBEARING**
   - First child's date of birth
   - Child's name
   - Total number of children born
   - Special family events

3. **PRESCHOOL**
    - Location of home
    - Historical events during this period
    - Special family events
4. **SCHOOL-AGE**
    - Year oldest child started school
    - School name and location
    - Parents' employment status and location
    - Special family events
5. **ADOLESCENCE**
    - Year oldest child turned thirteen
    - Examples of growing independence
    - Special family events
6. **LAUNCHING**
    - Year first child moved away from home
    - Reason child moved away from home
    - Number of children moving into the establishment phase
    - Special family events
7. **MIDDLE-AGE**
    - Examples of refocused marital roles
    - Number of grandchildren
    - Special family events

8. **RETIREMENT**

- Age male spouse retired
- Age female spouse retired
- Number of grandchildren
- Number of great-grandchildren
- Couple's health status

ASSIGNMENT SHEET 3

DESCRIBING THE FAMILY AND ITS FUTURE

Name ______________________ Score __________

OBJECTIVE 10

Report about current issues affecting the family.

EQUIPMENT AND SUPPLIES

- Current newspapers, magazines, library resources, and/or government publications
- Paper and pen or pencil

INSTRUCTIONS

Using current newspapers, magazines, library resources, and/or government publications, identify five (5) current issues affecting the family. Choose one of those five issues of particular interest and report on your findings. Write the report on your own paper.

☑ **NOTE:** This Assignment Sheet will be graded on the appropriate application of unit and resource information. Spelling and grammar usage will also be evaluated. A list of references used to write the report should be included.

Reading Comprehension
- Gain factual information
- Draw conclusions

Research and Reference
- Select useful resources
- Locate resources
- Find materials in library
- Use magazines and newspapers

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Compose reports

Research
- Create bibliography

FIVE CURRENT ISSUES AFFECTING THE FAMILY

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

REPORTED ISSUE ______________________

OBJECTIVE SHEET

EXPLORING PARENTING

2

INTRODUCTION

Think about what it would be like to be a parent. What does it take to be a good parent? The decision to become a parent should be made for the right reasons. While parenting can be very rewarding, it is also very demanding. Being a successful parent requires a personal readiness for parenthood. This means considering ones own physical, social, and emotional maturity, physical health, and a personal desire to become a parent. One's financial ability to raise a child must also be considered. Caring for a child brings many changes in the lives of parents, including changes in responsibilities, lifestyle, relationships, and emotional adjustments. Anyone thinking about parenting must be ready for the changes that children bring.

FOCUS ASSIGNMENTS

Reading Comprehension

- Gain factual information
- Analyze cause and effect
- Draw conclusions

Language

- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition

- Use complete sentences

FOCUS ASSIGNMENTS

PREREADING:	Read about exploring parenting. Use your textbooks, reference books, magazines, or other resources. You may read about one aspect of exploring parenting such as birth control or the financial costs of having a child.
WRITING:	Write a one-page essay over the information read. Include a brief discussion of your opinions on the information.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. State responsibilities of parents to their children.
2. Distinguish among the types of parenthood.
3. Name parental adjustments after the birth of a baby.
4. Identify financial responsibilities parents face when raising children.
5. Determine the financial cost of raising a child. (Assignment Sheet 1)
6. Explain possible rewards and demands of parenting.
7. Discuss in writing basic characteristics of parent readiness.
8. Describe medical techniques available to help couples overcome infertility.
9. Distinguish among methods of contraception.
10. State special challenges faced by teenage parents.
11. List parenting skills needed for guiding healthy child development.
12. Develop a personal and family-life goal plan. (Assignment Sheet 2)
13. Explore personal attitudes toward and readiness for parenting. (Assignment Sheet 3)
14. Describe how characteristics are passed down from ancestors.
15. Determine possible gene combinations. (Assignment Sheet 4)

INFORMATION SHEET

EXPLORING PARENTING

2

OBJECTIVE 1

Optional Activities/ Resources in Instructor's Guide

State responsibilities of parents to their children.

☑ **NOTE:** Being a parent carries both legal and moral responsibilities and obligations. If parents fail to provide for a child's basic needs, they can, by law, be punished. Parent's obligations to provide for their children's basic needs may be complete by the time the children reach adulthood, but may last a lifetime for those children with special needs or handicapping conditions.

- Ensure children's rights
- Prepare children for adulthood
- Promote intellectual development
- Promote emotional development
- Provide health care
- Provide opportunities for social development
- Provide for feelings of security
- Provide educational opportunities
- Provide physical care
- Provide financial support
- Teach family heritage and culture

OBJECTIVE 2

Optional Activities/ Resources in Instructor's Guide

Distinguish among the types of parenthood.

- **Adoptive parent** – One who assumes legal responsibility for a child and raises the child as his or her own
- **Biological or natural parent** – Children who are related by blood to the parents; the biological offspring of a man and woman

- **Foster parent** – One who provides a temporary living arrangement to children when their own parents are unable to care for them; reimbursed by the government or private institution for the children's expenses; volunteer their time, effort, and love

  EXAMPLES: Residential home, group home

- **Grandparent** – A parent of one's father or mother who may assist parents or help raise grandchildren in times of need or crisis

  ☞ **NOTE:** Grandparents may serve a parenting role with or without the full responsibility of grandchildren.

- **Guardian** – One who has the legal responsibility to care for another person
- **Single parent** – Divorced, widowed, or unmarried person with children
- **Stepparent** – The spouse of a child's remarried parent

OBJECTIVE 3

Optional Activities/
Resources in
Instructor's Guide

Name parental adjustments after the birth of a baby.

☞ **NOTE:** The addition of a baby to the family facilitates many changes in the family and household. Parents may experience some or all of the following adjustments with the new addition to the family.

- Adjusting to less private and quiet time
- Adjusting to financial demands and readjustments
- Adjusting sleeping and eating habits around the schedule of the baby
- Adjusting job schedules around the needs of the baby
- Learning how to relate to each other as parents
- Less time available for friendships
- Readjusting management of household tasks
- Siblings learning to share parents and adjusting to their new roles as brothers and/or sisters.

OBJECTIVE 4

Identify financial responsibilities parents face when raising children.

Optional Activities/
Resources in
Instructor's Guide

- Equipment specific to children's needs

  EXAMPLES: Car seats, crib, high chair

- Clothing
- Educational expenses
- Food
- Ongoing medical care and expenses

  EXAMPLES: Insurance, immunizations

- Prenatal and hospital care and delivery charges
- Shelter

OBJECTIVE 5

Complete Assignment Sheet 1.

OBJECTIVE 6

Explain possible rewards and demands of parenting.

Required Activities/
Resources
– Discussion

Optional Activities/
Resources in
Instructor's Guide

Discuss the question "What are the rewards and demands of parenting?"

- Parenting may add to an already strong and loving relationship.
- Parenting allows one to share the special bond between parents and children.
- Adults can grow and learn through their children.
- Parents can experience new depths of emotions.
- Parenting fulfills a desire to love, nurture, and guide another person.
- Parenting provides for a constant and ever-changing adventure.

- Parenting provides the enjoyment of watching another human being develop.
- Parenting stimuates feelings of tenderness, accomplishment, and pride.
- Parenting can affect career development if one parent chooses to stay at home to care for a child.
- Parenting can be emotionally, physically, and financially absorbing.
- Parenting limits the freedom and privacy of the parents.

  EXAMPLE: A baby must be cared for at all times; need room for child and belongings
- Parenting limits the time available to focus on their relationships.

  EXAMPLE: Friendships
- Effective parenting requires a knowledge of child development.
- Parenting is a long-term commitment.

OBJECTIVE 7

Optional Activities/
Resources in
Instructor's Guide

Discuss in writing basic characteristics of parent readiness.

- **Emotional** – Both individuals in the relationship need to honestly want a baby and be emotionally prepared for the commitment to parenthood. Parenthood comes with stresses and demands that require emotional maturity.
- **Financial** – Having a child is an expensive commitment to make. Besides the obvious direct costs of doctors, hospitals, and infant-care items, there is the indirect cost of potential income lost if a parent leaves his or her job to raise the child.
- **Intellectual** – Having child development knowledge will help prepare parents to have realistic expectations of their child during the various stages of development. Parents should also be intellectually aware of the responsibilities and commitments of parenting.

- **Physical** – While puberty marks the stage of development when the body can physically produce offspring, it is most desirable for the female to be between 20 and 35 years of age. This is the age span that is most likely to ensure a successful pregnancy and healthy child.

  ☑ **NOTE:** The health of the child depends greatly on the overall health of the parents. The mother's health, exercise, and nutrition during adolescence and her developing years is particularly important and directly relates to the health of her babies.

- **Social** – Children change the lifestyle of couples as they move into their new roles as parents. Parents' needs become second to the needs of a baby. Peer and social activities may be limited by the schedule of the new family member.

OBJECTIVE 8

Describe medical techniques available to help couples overcome infertility.

Optional Activities/
Resources in
Instructor's Guide

WORDS YOU SHOULD KNOW	
infertility	the condition of temporarily or permanently being unable to conceive

☑ **NOTE:** Couples who want to have children but are unable to conceive should seek the help and advice of a physician. All of the following treatments for infertility require medical assistance, and some may have health risks involved.

- **Artificial insemination** is an option for conception where sperm is medically injected into the woman's uterus or fallopian tubes.

- **Counseling or reduction of stress** is sometimes all that is needed for the couple to be able to conceive

- **Fertility drugs** are powerful synthetic compounds used to trigger activity of the ovaries to release eggs and increase the chances for conception.

  ☑ **NOTE:** Fertility drugs do have drawbacks, one being that there is not an accurate way to determine how much of a fertility drug a particular woman should take. If too little is prescribed, pregnancy will not result. If too much is prescribed, multiple births may result.

- **In vitro fertilization** allows an egg from a woman and the sperm of a man to meet, and the egg is fertilized in a laboratory. The fertilized egg is then implanted into the uterus. These babies are sometimes referred to as "test-tube" babies.

OBJECTIVE 9

Required Activities/
Resources
– Discussion

Optional Activities/
Resources in
Instructor's Guide

Distinguish among methods of contraception.

Discuss the question "What are methods of contraception?"

WORDS YOU SHOULD KNOW	
contraceptive	a device or agent designed to prevent pregnancy

IMPORTANT: Withdrawal and douching are not reliable methods of preventing pregnancy!

- **Abstinence** – Avoidance of sex entirely; 100 percent effective method of preventing pregnancy

NOTE: Sexually active men and women who do not use any method of birth control have a significantly high chance of a resulting pregnancy in the course of one year.

- **Birth control pill** – Oral contraceptives taken by women; pills contain hormones that stop eggs from leaving the ovaries; 98 to 99 percent effective when taken daily and as prescribed by a physician

- **Chemical barriers** – "Spermicide" in the form of special foams, jellies, creams, or vaginal suppositories containing chemicals that immobilize and kill sperm when inserted into the vagina before intercourse; 64 to 97 percent effective when used as the only method of birth control

- **Condom** – A rubber sheath which is placed over the penis to keep sperm from entering the vagina; is easily obtained, does not require a prescription, and is an 80 to 97 percent effective means of birth control

  NOTE: When condoms are used in addition to chemical barriers, the effectiveness increases. To be effective, each condom should be used only one time. Some condoms may provide some protection against certain sexually transmitted diseases like herpes, syphilis, and gonorrhea.

IMPORTANT: Condoms are **not** a certain means of preventing the spread of the AIDS virus and reliance on such methods puts a person at risk for exposure to the disease. Abstinence from sexual activity is the only certain means for the prevention of the spread or contraction of the AIDS virus through sexual contact.

- **Contraceptive sponge** – A sponge which is inserted in the vagina before intercourse, covers the cervix to block sperm from entering the uterus, and contains spermicide to help kill sperm; available without a prescription and is 82 to 90 percent effective

- **Diaphragm and Cervical cap** – Temporary barrier that is fitted by a physician and securely covers the cervix to prevent sperm from reaching the egg; 80 to 98 percent effective when used with a spermicide

  ☑ **NOTE:** Diaphragms and cervical caps should be checked to see if they are still the right size after pregnancy, pelvic surgery, or a weight loss of 10 or more pounds.

- **Fertility awareness** – Avoidance of unprotected vaginal intercourse during fertile periods; 75 to 99 percent effective

  ☑ **NOTE:** The woman must know how to determine her fertile period.

- **Implants** – Reversible birth control method where a physician inserts six thin, flexible capsules containing levonorgestrel (a synthetic progestin) under the skin of the inside part of a woman's upper arm; prevents ovulation and provides continuous birth control for up to 5 years; can be removed by the physician at any time, and the previous level of fertility returns; 97 to 99 percent effective

- **Intrauterine device (IUD)** – Temporary, prescription method of birth control in which a small plastic device is inserted into the uterus by a physician to prevent conception and/or egg attachment to the uterus; 94 to 99 percent effective

  ☑ **NOTE:** IUDs are not generally a good choice for young women who have never had children.

- **Voluntary sterilization** – A one-time procedure that is more than 99 percent effective; vasectomy in males or tubal ligation in females are surgical procedures where ducts carrying sperm or eggs are cut and tied

OBJECTIVE 10

Optional Activities/
Resources in
Instructor's Guide

State special challenges faced by teenage parents.

- Increased health risks for both mother and child

  ☑ **NOTE:** The death rate for babies of teen mothers is nearly double the rate of babies born to older women.

- Increased risk of having a low birth-weight and/or premature baby

  ☑ **NOTE:** Premature delivery increases the risks of long-term physical problems and brain defects in babies.

- Lack of income and dependence on financial assistance
- Loss of friends, dates, and social activities
- Loss of educational opportunities
- Prenatal care often delayed

  ☑ **NOTE:** Good prenatal medical care throughout pregnancy significantly reduces the risks of premature delivery.

- Social criticism

OBJECTIVE 11

Optional Activities/
Resources in
Instructor's Guide

List parenting skills needed for guiding healthy child development.

WORDS YOU SHOULD KNOW	
discipline	assisting children to learn and follow basic self-conduct rules

- Communication

  ☑ **NOTE:** Physical expression, such as hugs or facial expressions, as well as words are means of communicating.

- Discipline techniques

  EXAMPLES: Set as few rules as possible for the child to remember; set rules that are reasonable and fair; tell the child what can be done instead of what cannot be done; reinforce good or desirable behavior with praise and recognition.

  ☑ **NOTE:** Discipline and punishment are two different guidance techniques. In most cases, effective discipline methods work better than punishment in helping children learn what is "right."

- Intellectual and physical endurance

- Knowledge of and realistic expectations for the various stages of child development

  EXAMPLES: Infant, toddler, preschool, school-age, adolescence

- Listening skills

- Nurturance

- Responsibility

- Teaching

OBJECTIVE 12 **Complete Assignment Sheet 2.**

OBJECTIVE 13 **Complete Assignment Sheet 3.**

OBJECTIVE 14

Optional Activities/
Resources in
Instructor's Guide

Describe how characteristics are passed down from ancestors.

WORDS YOU SHOULD KNOW	
chromosome	structure which carries hereditary characteristics
dominant gene	the strongest gene in a pair of genes; noticeable effects result in the offspring
gene	basic unit of heredity
heredity	the sum of traits that are passed from parents to their children
recessive gene	the gene, in a pair of genes, whose effects are not apparent unless paired with another gene of the same type

- Because of family heritage, people have unique characteristics that make them "who they are." Some inherited characteristics are visible, some are invisible. Traits like bone structure, hair texture, height, musical ability, and certain diseases can all be traced to heritage.

- Genes carry all the characteristics that are passed from the parents and their ancestors to their offspring. At conception, a new, one-celled organism is formed. The heritage the new cell will receive is passed down to each generation through genes.

- A string of hundreds of genes make a chromosome. When a man and woman conceive, both pass on half of the chromosomes the offspring will have.

- A normal, healthy body cell has 46 chromosomes, or 23 pairs of chromosomes. The woman's egg contains 23 chromosomes, and the man's sperm contains 23 chromosomes.

- The interaction between the genes from the female and male is not always fifty-fifty; some genes are dominate and some genes are recessive. Sometimes one gene is more powerful. This gene is known as a dominate gene and often results in noticeable effects or characteristics. Recessive genes can go unnoticed if they are paired with a dominate gene. If recessive genes pair up, the result will be noticeable characteristics. Hundreds of physical characteristics follow the dominate-recessive pattern.

☞ **NOTE:** This description is a very simplified model of how characteristic are inherited. To better understand genetics, further studying will be required.

OBJECTIVE 15 **Complete Assignment Sheet 4.**

ASSIGNMENT SHEET 1

EXPLORING PARENTING

2

Name ______________________________ Score __________

OBJECTIVE 5 **Determine the financial costs of raising a child.**

INSTRUCTIONS

Research and Reference
- Select useful resources
- Locate resources

Functional Reading
- Follow written instructions

Functional Math
- Solve income/expense problems

Part 1

1. Read the expenses below and then choose two of the expenses to assess. Construct a brief outline of the expenses. Use current catalogs, personal interviews, magazines, newspapers, and other resources.

   - Choose one age group (infant, toddler, school-age) and calculate the cost of clothing one child for one year. Consider the number of outfits needed, seasonal clothes, sources of clothing, etc.

   - Calculate the cost of child care services in your community. Assume you have a four-year-old child and you need a full day of child care services five days per week. Determine the cost to you per week, per month, and per year.

   - Calculate the cost of having a baby. Include maternity expenses, and the cost of feeding, clothing, and caring for the baby for the first year.

   - Calculate the cost of a college education for a four year degree (starting this year). Include a discussion on how parents might plan for their child's education.

Part 2

Answer the questions below using a separate sheet of paper.

1. Outline your current personal financial position. (Savings, job, loan potential, etc.) Could you afford to have a child today? Consider if you were a single parent, married couple with two incomes, one parent working, etc.
2. What options do you have for meeting the costs of child care expenses? (Savings, government assistance programs, live with parents, community resources, etc.)

ASSIGNMENT SHEET 2 — EXPLORING PARENTING

2

Name ______________________________ Score __________

OBJECTIVE 12

Develop a personal and family-life goal plan.

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Teamwork/Cooperative
- Identify values/attitudes

Job Search/Selection
- Analyze personal occupational aptitudes/preferences

Part 1

1. What are my personal education goals?

____

____

____

2. What are my personal career goals?

____

____

____

3. What are my personal goals for travel, exploration, and adventure?

____

____

____

4. What hobbies or activities do I want to pursue for personal pleasure?

____

____

____

5. How can I plan to achieve my overall personal goals?

Part 2

When one has only himself or herself to think about, decisions may be relatively easy. Answer the following questions based on the family-life goals you have set for yourself and your future family.

1. What type of family structure do I hope to be a part of 10 years from now?

2. How can I assure myself that I can be financially capable of supporting or co-supporting that family?

3. What goals for family travel and activities do I plan for my family to be involved in?

4. What steps must I take now to plan for my future family needs?

Part 3

Based on the previous answers, write a short paragraph answering these questions:

1. Am I ready now to be married and have a family?
2. Would it be better to wait a few years to start a family?
3. Do I have a marketable skill that will support a child if I am forced into the job market?
4. What responsible decisions can I make now to assure success in my personal and life goal plans?

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ASSIGNMENT SHEET 3

EXPLORING PARENTING

2

Name ______________________________ Score __________

OBJECTIVE 13

Explore personal attitudes toward and readiness for parenting.

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Teamwork/Cooperative
- Identify values/attitudes

Part 1

Complete the following statements relating to home and family life. Think carefully about your feelings, attitudes, and personal and family goals.

☑ **NOTE:** Your responses are for your own personal development and will not be scored on a standard. However, all statements must have a response and show evidence of the application of unit information. Spelling and grammar will also be evaluated.

1. To me, "parenting" means ______________________________
____

2. If I become a parent, I want my children to ________________
____

3. I would like to teach my children ________________________
____

4. In general, parent/child relationships can be strengthened by
____
____

5. I can be a positive role model for children by ______________
____

6. Am I ready to handle the responsibilities of parenthood?
____

7. Am I willing to give up some of my personal freedom and social life to spend time at home being a parent?

8. Can I financially support a child?

9. What would I need to do to be able to financially support a child?

10. How would having a child change my educational and/or career plans?

11. Do I like doing things with children? Explain.

12. What ideas and values would I like to pass on to a child?

13. Do I like children and like being around them?

14. Do I enjoy caring for and teaching others?

15. Am I patient enough to deal with the needs and responsibilities of a child, 24 hours a day?

16. What does discipline mean to me?

17. How would I ensure a child's health and safety?

Part 2

Considering the previous questions and answers, write a brief overview of how you view your readiness for parenthood today and in the future.

ASSIGNMENT SHEET 4

EXPLORING PARENTING

Name ______________________ Score __________

OBJECTIVE 15

Determine possible gene combinations.

INSTRUCTIONS

Life Science
- Investigate/apply principles of genetics/heredity

Study the information below, then answer the questions that follow.

☑ **NOTE:** Refer to objective 14 and textbook reading assignments for additional information on determining possible gene combinations.

How Heredity Works

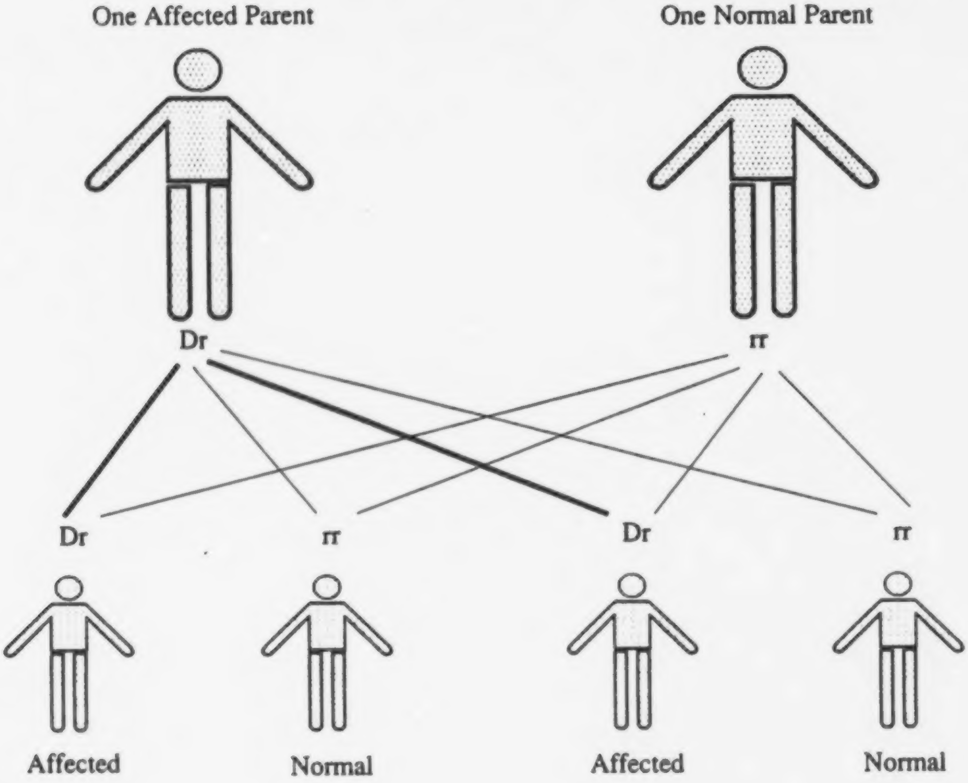
Each individual receives two genes for every inherited characteristic — one from the mother and one from the father.

How Dominant Inheritance Works

One parent (the affected parent) carries a single faulty gene (D) which dominates its normal counterpart. Each child's chances of inheriting either the dominant faulty gene (D) or the normal recessive gene (r) are 50 percent.

EXAMPLE: Huntington's disease

☑ **NOTE:** A person who has a particular gene as a part of his or her genetic makeup is called a carrier of that gene. Usually people are unaware of which recessive genes they carry until they have a child with an apparent genetic inheritance.

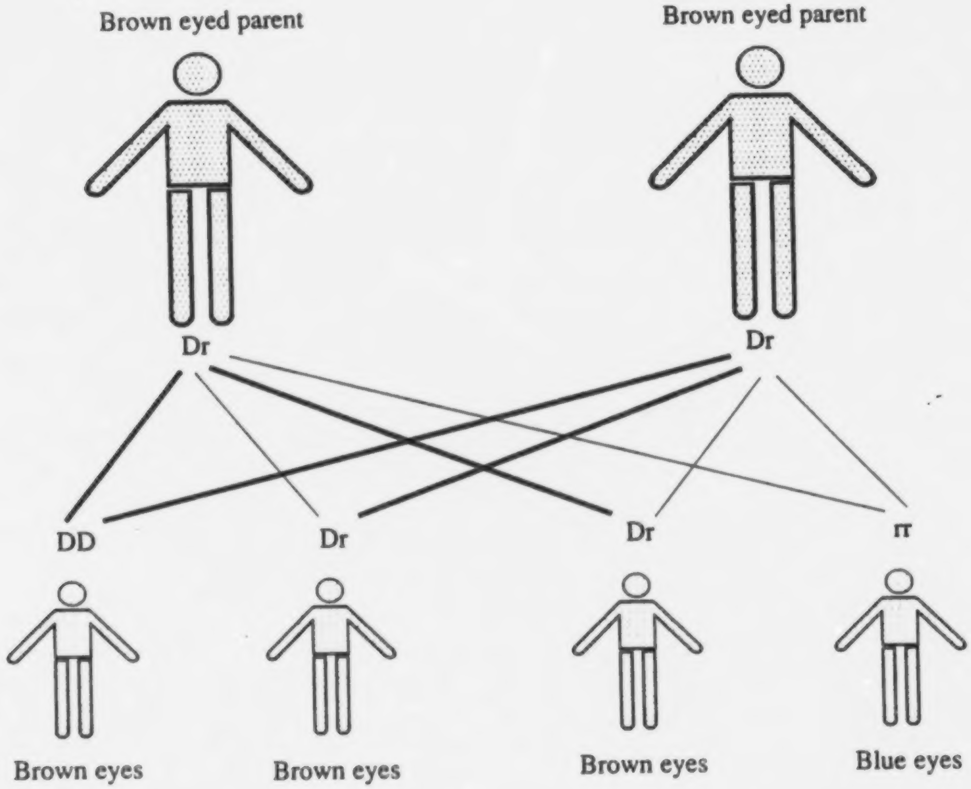

One Affected Parent
One Normal Parent
Dr
rr
Dr
rr
Dr
rr
Affected
Normal
Affected
Normal

How Recessive Inheritance Works

Both parents, usually unaffected, carry a dominant gene (D) which is stronger than its weaker recessive counterpart (r). If both parents carry the same dominant and recessive genes, each of their children has a one in four chance of having the recessive characteristic.

EXAMPLE: Eye color

☑ **NOTE:** A person with brown eyes may carry a recessive gene for blue eyes. If this is true of both parents, each of their children has one chance in four of having blue eyes. In eye color, brown is dominant and blue and green are recessive. In hair color, black and brown are dominant, red and blond are recessive. Hair curliness is dominant. For use in this example: D = Brown-eyed gene (dominant) and r = Blue-eyed gene (recessive).


Brown eyed parent
Brown eyed parent
Dr
Dr
DD
Dr
Dr
rr
Brown eyes
Brown eyes
Brown eyes
Blue eyes

Another way to calculate the odds that a child will inherit certain characteristics is to draw a table with the father's two genes on top and the mother's two genes on the left. The table is then simple to complete. The letters at the top of each column are written into the boxes reading down, then the letters at the side are written into the boxes reading across. Using the same genetic combination as above, the table would look like this:

	D	r
D	DD	Dr
r	Dr	rr

Part 1

1. When both parents have two brown-eye genes, what are the possible combinations a child could inherit?

☑ **NOTE:** B = Brown eyes: Father = BB; Mother = BB

2. If the couple has four children, how many of them will have brown eyes?

____

3. How many of the four children will have two brown-eye genes?

____

Part 2

1. If the father has one brown-eye gene (B) and one green-eye gene (g), and both of the mother's eye color genes are for green (g), what are the possible eye color combinations a child could inherit?

   ☑ **NOTE:** B = Brown eyes; g = green eyes; Father = Bg; Mother = gg

2. At each birth, what are the chances (in %) of the child:

   A. Having green eyes?

   B. Having brown eyes?

   C. Having blue eyes?

3. How many of the children will carry the recessive green gene?

OBJECTIVE SHEET

DESCRIBING PREGNANCY, PRENATAL CARE, AND CHILDBIRTH

3

INTRODUCTION

Pregnancy is a time of great change, both for the developing child and for the mother and father. It is also a period that requires careful planning and preparation by the parents-to-be. Planning for a pregnancy, staying in good health while pregnant, and preparing for childbirth are important concerns. This unit will introduce factors to be considered relating to pregnancy, prenatal care, and childbirth.

FOCUS ASSIGNMENTS

Reading Comprehension
- Gain factual information
- Analyze cause and effect
- Draw conclusions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

FOCUS ASSIGNMENTS

PREREADING:	Read the Handout *Before the Baby Arrives.* Pay special attention to the decisions and precautions the individuals took.
WRITING:	Write a short (one paragraph) discussion on the actions the individuals took and how they will help ensure a healthy baby.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Select from a list early possible signs of pregnancy.
2. List normal body changes and discomforts during pregnancy.
3. Identify danger signals that might indicate a complication during pregnancy.
4. Describe the stages of prenatal development.
5. Answer questions about healthy prenatal development.
6. Distinguish among available prenatal tests.
7. Plan a balanced diet for a pregnant woman. (Assignment Sheet 1)
8. Investigate factors influencing healthy prenatal development. (Assignment Sheet 2)
9. Name signs of approaching labor.
10. Name in order the stages of labor and delivery.
11. List methods of childbirth.
12. Analyze situations involving pregnancy, prenatal care, and childbirth. (Assignment Sheet 3)

INFORMATION SHEET

DESCRIBING PREGNANCY, PRENATAL CARE, AND CHILDBIRTH

3

OBJECTIVE 1

Optional Activities/
Resources in
Instructor's Guide

Select from a list early possible signs of pregnancy.

☑ **NOTE:** None of the following early signs are positive indications of pregnancy. A reliable pregnancy test and exam by a physician can provide an accurate diagnosis. In addition, it is important to note that some, none, or all of these symptoms may be experienced by a woman during the first months or throughout pregnancy.

- A missed menstrual period
- Food aversions and/or cravings
- Full and tender breasts
- Nausea, or morning sickness

  ☑ **NOTE:** Experienced to some degree by approximately two-thirds of pregnant women, this nauseated feeling usually ends by the third month of pregnancy.

- Fatigue and feeling tired or sleepy even after getting plenty of rest
- Frequent urination

OBJECTIVE 2

Optional Activities/
Resources in
Instructor's Guide

List normal body changes and discomforts during pregnancy.

☑ **NOTE:** Normal discomforts during pregnancy should be reported to the doctor at the mother's regular monthly or weekly prenatal visits.

- Backaches
- Bleeding gums
- Constipation

- Frequent urination
- Gas in the stomach or intestines (flatulence)
- Heartburn
- Hemorrhoids
- Increased vaginal secretions
- Leg cramps
- Nausea or morning sickness
- Nosebleeds
- Shortness of breath
- Skin changes
- Swollen feet and ankles
- Tender breasts
- Uncontrollable bladder leakage (stress incontinence)
- Varicose veins
- Weight gain of 25-35 pounds

OBJECTIVE 3

Identify danger signals that might indicate a complication during pregnancy.

Optional Activities/
Resources in
Instructor's Guide

☑ **NOTE:** Danger signals indicate that some treatment or intervention may be needed to prevent complications from developing. While these symptoms do not necessarily mean there is a medical problem, they do often precede the possibility of a complication. If experiencing any of the following symptoms, a pregnant woman should call her doctor immediately.

- Abdominal pain
- Chills/fever
- Dimness or blurred vision

- Excessive or rapid weight gain
- Exposure to and/or contraction of a contagious disease
- Fainting
- Headaches
- Lack of fetal movement after the 28th week of pregnancy
- Painful, burning, or bloody urination
- Persistent vomiting
- Regular, rhythmic contractions
- Sudden escape of fluid from the vagina
- Swelling of the face and/or fingers
- Unusual vaginal discharge
- Vaginal bleeding

OBJECTIVE 4

Describe the stages of prenatal development.

Optional Activities/
Resources in
Instructor's Guide

WORDS YOU SHOULD KNOW	
embryo	unborn child from the end of the second week after conception until the end of the second month of pregnancy
fetus	unborn child from the end of the second month after conception to birth
ovum	a female cell or egg
prenatal	period of time between fertilization of the egg and birth
zygote	one-celled organism formed by the union of a sperm and an ovum

- The period of the ovum
  - ☐ The first stage of development begins with conception and extends through the second week of life.
  - ☐ The cell which is formed by the united sperm and ripe ovum (egg) contains the potential for everything the baby will become, although it is no larger than the dot at the end of this sentence.
  - ☐ During this period the zygote reaches the uterus, attaches itself to the uterine lining, and begins to grow.
- The period of the embryo
  - ☐ The second stage of prenatal development extends from the end of the second week to the end of the second month.
  - ☐ During this six-week period the embryo grows rapidly to a length of about one inch. The baby's central nervous system, heart, and lungs start to develop, and the heart begins to beat.
  - ☐ The embryo is surrounded by amniotic fluid that cushions and protects the developing embryo.
- The period of the fetus
  - ☐ The third and last stage of prenatal development extends from the end of the second month to birth.
  - ☐ The arms, hands, fingers, feet, and toes are fully formed by the third month. The external sex organs are apparent by this time.
  - ☐ By the end of the fourth month, the baby already has eyebrows and lashes and may suck his or her thumb.
  - ☐ By the fifth month, most mothers can feel the baby move for the first time.
  - ☐ At the end of the sixth month, the baby may weigh as much as 2 pounds, and his or her skin is covered with a heavy protective coating called vernix.
  - ☐ During the seventh and eighth months, the baby is getting longer and fatter, and continues to grow and exercise. If born at the end of the eighth month, a baby's chances for survival are good.

- By the end of the ninth month, at approximately 40 weeks after conception, the full-term baby will weigh about 7-1/2 pounds and be about 20 inches long. The baby will drop into the pelvis and the head engage in the birth position, ready to be born.

OBJECTIVE 5

Optional Activities/
Resources in
Instructor's Guide

Answer questions about healthy prenatal development.

WORDS YOU SHOULD KNOW	
teratogens	substances that are potentially harmful to the fetus

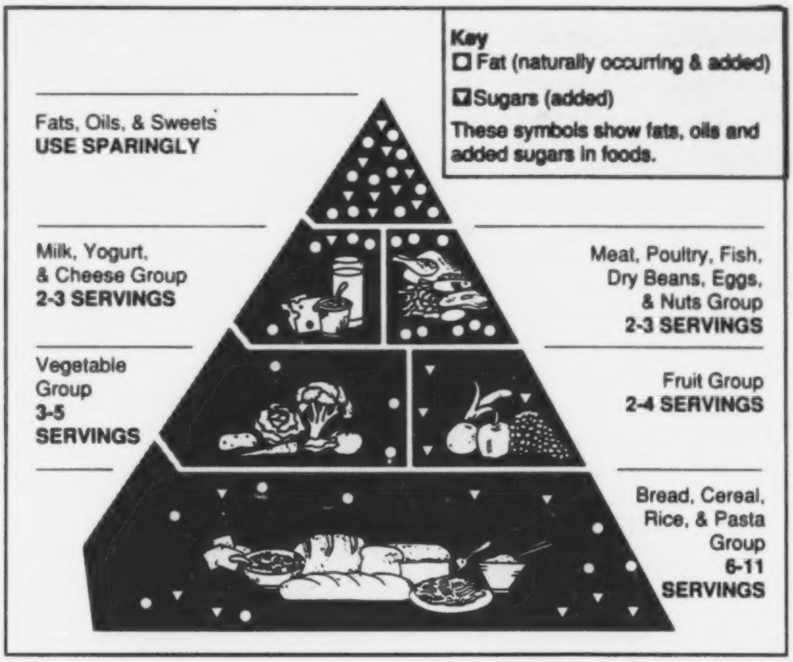
☑ **NOTE:** The health of a woman and her baby are directly linked; the healthier the mother is, the healthier her baby will be.

- Obtain proper and regular medical care, beginning as soon as pregnancy is suspected and throughout the pregnancy.

  ☑ **NOTE:** Preconception counseling, which is done prior to becoming pregnant, can further ensure the health and safety of the mother and baby.

- Maintain a balanced diet, consuming an additional 300 calories per day from healthy food choices containing protein, complex carbohydrates, vitamins, and minerals. (Figure 1)

FIGURE 1


Key
☐ Fat (naturally occurring & added)
▨ Sugars (added)
These symbols show fats, oils and added sugars in foods.
Fats, Oils, & Sweets
USE SPARINGLY
Milk, Yogurt, & Cheese Group
2-3 SERVINGS
Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group
2-3 SERVINGS
Vegetable Group
3-5 SERVINGS
Fruit Group
2-4 SERVINGS
Bread, Cereal, Rice, & Pasta Group
6-11 SERVINGS

- Engage in a pregnancy appropriate, moderate exercise program or routine.

  ☑ **NOTE:** Pregnancy is not the time to start an intensive exercise program or to participate in risky sports such as skiing or horseback riding. A woman should always consult her doctor before starting an exercise program of any kind during pregnancy.

- Avoid exposure to diseases or infections while pregnant.

- Abstain from drinking alcohol while pregnant.

  ☑ **NOTE:** When an expectant mother drinks alcohol, so does her baby, which can lead to serious birth defects. There is no safe limit for alcohol use during pregnancy. Women trying to conceive and women who suspect that they are pregnant are strongly advised not to drink alcohol.

- Quit smoking and avoid inhaling cigarette smoke.

  ☑ **NOTE:** Inhaling cigarette smoke increases the risks of miscarriage, premature birth, stillbirth, low birthweight, sudden infant death, and mental problems in newborns.

- Stop using all unnecessary drugs.

  ☑ **NOTE:** Prescription and nonprescription drugs should be avoided during pregnancy unless prescribed and/or approved by a physician who knows the woman is pregnant.

- Reduce levels of stress.

- Avoid known and possible teratogens.

- Postpone elective x-rays until after delivery.

- Refrain from anything that raises the body temperature over 102° F and keeps it there for a period of time.

  EXAMPLES: Hot tub, sauna, steam room

OBJECTIVE 6

Optional Activities/
Resources in
Instructor's Guide

Distinguish among available prenatal tests.

WORDS YOU SHOULD KNOW	
alpha-fetoprotein	a protein produced by a growing fetus; present in amniotic fluid and in the mother's blood
neural tube defect	a fetal birth defect that is the result of improper development of the brain or spinal cord

- Amniocentesis
    - ☐ In the sixteenth week of pregnancy or later, a sample of the amniotic fluid can be drawn with a special needle to test for certain birth defects or health problems
    - ☐ Can identify disorders such as Down's syndrome, reveal the sex of the fetus, and help determine fetal age and health status

      ☑ **NOTE:** Amniocentesis is commonly used to test for Down's syndrome when the mother is over age 35, when a couple already has a child with certain genetic disorders, or when a couple has had a child with a neural tube defect
- Chorionic villi sampling (CVS)
    - ☐ Sampling can be done between the ninth and eleventh weeks of a pregnancy to determine the health status of the fetus

      ☑ **NOTE:** CVS is slightly riskier than amniocentesis.
    - ☐ A catheter is inserted through the vagina into the uterus where samples are taken of tissues encasing the fetus
- Maternal-Serum Alpha-Fetoprotein screening (MSAFP)
    - ☐ A maternal blood sample is taken between the 16th and 18th weeks of pregnancy

- Results may indicate neural tube defects (such as spina bifida), the absence of all or part of the brain, or to suggest an increased risk of Down's syndrome or other chromosomal defect
- Requires further testing to confirm the existence of a problem

- Ultrasound
  - Sound waves are used to make a video image of the developing fetus
  - Can reveal problems like an abnormally small head or body malformation
  - Can be used to guide the needle in amniocentesis, to guide the catheter in CVS, diagnose twins, and/or estimate fetal age

OBJECTIVE 7 **Complete Assignment Sheet 1.**

OBJECTIVE 8 **Complete Assignment Sheet 2.**

OBJECTIVE 9 **Name signs of approaching labor.**

Optional Activities/
Resources in
Instructor's Guide

☑ **NOTE:** One or all of the following signs may occur as signals of approaching labor.

- Amniotic sac or "water" breaks and is followed by a flow of liquid from the vagina
- Contractions, or repeated cramps in the uterus and/or back, gradually becoming stronger and coming at shorter intervals
- "Show" appears, which is a small discharge of blood-tinged mucus from the vagina

OBJECTIVE 10

Optional Activities/
Resources in
Instructor's Guide

Name in order the stages of labor and delivery.

WORDS YOU SHOULD KNOW	
placenta	mass of small blood vessels embedded in the uterine wall through which the fetus obtains nourishment

☑ **NOTE:** Normal childbirth follows an exact pattern of three stages.

1. Dilation stage, when the uterine muscles begin to contract, exerting pressure necessary to dilate the cervix; occurs in three phases: early, active, and transitional; averages twelve hours for first-time mothers
2. Expulsion stage, when the mother actually "pushes" the baby out of her body; lasts from twenty minutes to one hour
3. Afterbirth stage, when the placenta is delivered

OBJECTIVE 11

Optional Activities/
Resources in
Instructor's Guide

List methods of childbirth.

- **Cesarean**

  ☑ **NOTE:** During a cesarean the baby is delivered through a surgical incision made in the mother's abdomen and uterus; and is used when it is necessary to deliver the baby as soon as possible, or if the doctor determines a vaginal birth could be dangerous to the mother or baby.

- **Vaginal delivery with no or very little medication given to the mother**

  EXAMPLE: Lamaze method

- **Vaginal delivery where the mother is given local or general anesthetics to reduce the discomfort of delivery**

  ☑ **NOTE:** While anesthetics reduce some of the mother's discomfort, some may slow the birth process, cause a sleepy baby, and/or slow the fetal heart rate

OBJECTIVE 12

Complete Assignment Sheet 3.

ASSIGNMENT SHEET 1

DESCRIBING PREGNANCY, PRENATAL CARE, AND CHILDBIRTH

3

Name ______________________________ Score __________

OBJECTIVE 7 **Plan a balanced diet for a pregnant woman.**

EQUIPMENT AND SUPPLIES

- Resources on nutrition

INSTRUCTIONS

Using the information found in your textbooks, the library, and other available resources, plan a one-day menu for a pregnant woman. Your plan should indicate the food sources, serving sizes, and total number of servings of each food group for the day. In addition, include information on what the various nutrients do for the mother and baby, and from which food groups the nutrients come. Use your own paper and menu/information format to complete this assignment.

☑ **NOTE:** Pregnant women should consume at least four servings from milk and dairy products, two servings of meat and/or meat alternatives, four or more servings of fruits and vegetables, and four or more breads and cereals daily. Included in the diet should be six to eight glasses of water or juices.

Reading Comprehension
- Gain factual information

Research and Reference
- Select useful resources
- Locate resources
- Find materials in library
- Use standard references

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Compose reports

Life Science
- Investigate health issues

ASSIGNMENT SHEET 2

DESCRIBING PREGNANCY, PRENATAL CARE, AND CHILDBIRTH

3

Name ______________________________ Score __________

OBJECTIVE 8

Investigate factors influencing healthy prenatal development.

EQUIPMENT AND SUPPLIES

- Resources on prenatal development

INSTRUCTIONS

Review the information presented in Objective 5. Choose one positive health decision an expectant mother or father can make, and one health hazard to the expectant mother or unborn child. Research both factors and write a summary of each.

Summaries should include:

- The health effects on the fetus
- The health effects on the mother
- Additional specific information related to each topic
- The correct use of grammar, spelling, and punctuation
- Two listed references for each topic

Reading Comprehension
- Gain factual information

Research and Reference
- Select useful resources
- Locate resources
- Find materials in library
- Use standard references

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Compose reports

Life Science
- Investigate health issues

ASSIGNMENT SHEET 3 — *DESCRIBING PREGNANCY, PRENATAL CARE, AND CHILDBIRTH* 3

Name ______________________________ Score __________

OBJECTIVE 12

Analyze situations involving pregnancy, prenatal care, and childbirth.

INSTRUCTIONS

Reading Comprehension
- Gain factual information
- Draw conclusions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Read the situations given below and write a brief discussion of the decisions that the individuals made. Indicate whether or not you believe the decisions were correct, how the individuals made correct decisions or may have made better decisions.

1. Marie was pregnant with her first child and was in her second month. She had been persistently vomiting for the last two days. While she knew some discomfort accompanies a pregnancy, she was concerned about the vomiting. She called her physician to ask about the problem and schedule an appointment, if necessary. Correct or incorrect? Why?

   ____

   ____

   ____

2. Julie missed her menstrual period. She was not feeling any symptoms of pregnancy. Julie realized that there was a possibility she might be pregnant but decided to wait to take any action. Correct or incorrect? Why?

   ____

   ____

   ____

3. Kim was within a week of her due date. She was preparing to do some errands when her water broke. She realized labor was approaching and made arrangements to be taken to the hospital. Correct or incorrect? Why?

OBJECTIVE SHEET

APPLYING CHILD DEVELOPMENT CONCEPTS 4

INTRODUCTION

The development of a child is a complex process that begins with conception. Children experience many kinds of development from infancy to school-age. Not only do children develop physically, they also develop socially, emotionally, intellectually, and morally. Certain characteristics can describe the typical growth of a child in a specific age group. Caring for children successfully, whether as a parent or caregiver, depends on understanding and applying basic concepts in child development. The material in this unit is presented to provide information on child development.

FOCUS ASSIGNMENTS

Reading Comprehension
- Gain factual information
- Analyze cause and effect
- Draw conclusions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

FOCUS ASSIGNMENTS	
PREREADING:	Read about child development concepts. Use your textbooks, reference book, magazines, or other resources.
WRITING:	Write a one-page essay over the information read. Discuss the child development concepts and include a discussion of your opinions on the information.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. List the basic needs of children.
2. Match major theorists in child development to their theories.
3. Profile major theorists in child development. (Assignment Sheet 1)
4. Define the developmental stages from infancy to school-age.
5. Distinguish among emotional, intellectual, physical, and social development.
6. Answer questions about the importance of play in child development.
7. Discuss the roles of heredity and environment in child development.
8. Discuss the impact of technology on children.
9. Evaluate the impact of technology on children. (Assignment Sheet 2)

APPLYING CHILD DEVELOPMENT CONCEPTS 4

OBJECTIVE 1

Optional Activities/
Resources in
Instructor's Guide

List the basic needs of children.

WORDS YOU SHOULD KNOW

sensory exploration	exploration of the physical and social environment by using the senses

- Clothing
- Exercise
- Food

  ☑ **NOTE:** Crying is the only way babies have to communicate, and is the most effective way of expressing hunger. It is important to go to a crying baby immediately so the child will learn to feel secure and cared for. Newborn babies cannot be spoiled by receiving attention when they are in need.

- Hygiene
- Love
- Medical care
- Sensory exploration

  EXAMPLE: To look at, touch, listen to, and play with objects

- Safety
- Shelter
- Sleep

  ☑ **NOTE:** Babies sleep a lot to help themselves recover the energy expended during eating and crying.

OBJECTIVE 2

Optional Activities/
Resources in
Instructor's Guide

Match major theorists in child development to their theories.

WORDS YOU SHOULD KNOW	
theory	an idea which may be based on scientific evidence, but is not a proven fact

ALBERT BANDURA

- Social learning theorist
- Based on the belief that children acquire most of their social concepts from those whom they observe in the course of daily life
- Developed the **modeling** concept; learning and teaching by example

ERIK ERIKSON

- A psychosocial theorist
- Based on the development of the individual within the social setting of the human race
- Feels personality develops continuously throughout the life cycle
- Identified eight stages throughout the life cycle; views each stage as a conflict that plays an equally important part in social development

JEAN PIAGET

- A cognitive or developmental psychology theorist
- Believed that intellectual development occurs in a continuous sequence of four stages, each building upon the preceding one
- Considered development based on the way a person progresses in *thinking skills* from infancy to early adolescence

OBJECTIVE 3

Complete Assignment Sheet 1.

OBJECTIVE 4

Optional Activities/
Resources in
Instructor's Guide

Define the developmental stages from infancy to school-age.

WORDS YOU SHOULD KNOW	
developmental stages	changes that occur in a series of sequenced steps, each one building on what was previously learned

☑ **NOTE:** Each child is a unique person and progresses through the developmental stages at his or her own rate. The descriptions are provided as a general guideline for understanding child development.

- **Infant** – This is the first stage of development. It begins when the child is born and lasts approximately one year. Infants are dependent on adults for their care and needs.
- **Toddler** – A toddler is a 1- to 2-year-old child. The child has learned to walk with short, unsteady steps. The toddler still needs the security of having parents close by, but wants to accomplish goals independently. It is a stage characterized by *curiosity* and *assertiveness.*
- **Preschool** – This stage is considered the period of time when the child is between three and five years of age. Children rapidly develop motor, intellectual, and social skills during this stage. Language skills are expanding, and children are interested in doing things for themselves and others. Support and time from caring adults are needed as children learn, grow, and deal with their changing world.
- **School-age** – This stage is considered the period of 6- to 12-year-old children. In the beginning, children will still have many of the same babyish characteristics of the toddler or preschooler but begin adjusting to the social world outside the home. Emotions gradually stabilize as the child matures and adjusts to this stage of development.

OBJECTIVE 5

Optional Activities/
Resources in
Instructor's Guide

Distinguish among emotional, intellectual, physical, and social development.

WORDS YOU SHOULD KNOW	
self-esteem	the level of self-confidence and positive feelings about oneself

☑ **NOTE:** It is important to realize that children develop in a combination of areas which often overlap.

- **Emotional development** – Includes ability to respond with feelings, apply problem-solving techniques, make decisions, and gain degrees of independence
- **Intellectual development** – Includes ability to process information, learn concepts, express creativity, learn through using the senses, and learn and use language skills
- **Physical development** – Includes the development of motor skills; application of proper health practices; and growth in size, proportion, and muscle coordination
- **Social development** – Includes ability to demonstrate responsibilities and interact with others, and development of personality and self-esteem

OBJECTIVE 6

Optional Activities/
Resources in
Instructor's Guide

Answer questions about the importance of play in child development.

☑ **NOTE:** Developmentalists view children's play as the "work" children do. Play is a major means through which the following four basic skills are strengthened. While play occurs at every age, children spend most of their waking hours playing.

- **Physically**, children benefit from play by the development of large muscle groups like the arms and legs. There are three types of play that are well-suited for motor skill development: *sensorimotor play* which captures the pleasures of using the senses and motor abilities together; *mastery play*, which is physical play that helps children master new physical skills; and *active play* (roughhousing), which may mimic aggression, but is characterized by smiles, laughter, giggles.

- **Intellectually**, children benefit through play by means of books, songs, toys, and even sorting through boxes of buttons or building with empty boxes. Availability of appropriate playthings, and the amount of time children are read to, can predict later intellectual cognitive competence and verbalization skills.

- **Emotionally**, play can help children find ways to work through life's problems and challenges.

- **Socially**, children grow from both playing alone and playing with others, learning about sharing, cooperation, and taking turns. Through social play, both active and quieter conversational, children learn about the social world around them.

OBJECTIVE 7

Discuss the roles of heredity and environment in child development.

Optional Activities/ Resources in Instructor's Guide

WORDS YOU SHOULD KNOW	
heredity	the set of plans made up by genetic structure
environment	everything that surrounds people, including the physical, social, and cultural aspects

Heredity refers to the many characteristics that a person physically inherits at conception from past generations of family members. Physical characteristics such as body build, skin color, hair texture and color, eye shape and color, the shape and size of the ears, hands and feet, and blood type are all *inherited* characteristics.

Environment refers to the people, places and things that influence a person *after conception*. Each situation outside of the home and family exerts some influence on members' thoughts and actions. This is especially true during infancy and early childhood. The community in which one lives, the materials that one reads or sees on television, and individual experiences directly or indirectly affect how a person develops.

The heredity (*nature*) versus environment (*nurture*) controversy is the central dispute in the study of human development. That is, whether individual traits and characteristics are influenced more by inborn factors or by personal experience. Most scientists agree that both are essential to human development, and the interaction between heredity and environment is the crucial influence on individual development.

OBJECTIVE 8

Discuss the impact of technology on children.

Required Activities/
Resources
– Discussion

Optional Activities/
Resources in
Instructor's Guide

Discuss the question "What is the impact of technology on children?"

☑ **NOTE:** The technological advances discussed in this objective are just a few of the many that can impact a child's development.

- Technological advancements in areas of medicine/health, manufacturing, transportation, and communications can impact children and families.
- **How technology is used** will determine the impact that it has on families and children. Technology can be positive or negative depending on how it is **used** and **perceived**. Technological advancements can be seen as both *assets* and *liabilities* to a child's learning and development. Television, computers, and video games are examples which can be both assets and liabilities .
  - Advancements such as these can assist in learning by making learning fun and easy for children, and may expose children to new information (about nature, other cultures, space exploration, etc.). Discovery-oriented experiences with computers can enhance a child's learning, especially in stimulating thought processes.
  - Even quality television, video games, and computer programs can rob children of **time** that could be spent in active play, which is more likely to promote creativity, verbal and social skills, and independence.
  - In addition, the contents of many television programs may promote violence through example, which influences children who watch a lot of television and can cause them to be more aggressive. Children can also be influenced by commercials.
  - Excessive television-watching can lead to being overweight and/or having a decreased physical condition.

OBJECTIVE 9

Complete Assignment Sheet 2.

ASSIGNMENT SHEET 1

APPLYING CHILD DEVELOPMENT CONCEPTS

Name ______________________________ Score __________

OBJECTIVE 3

Profile major theorists in child development.

EQUIPMENT AND SUPPLIES

- Resources on child development theorists

INTRODUCTION

One of the most useful tools that parents or caregivers can have in developing relationships with their children is a knowledge of child development. Experts and theorists in the field of child development have developed various theories to explain the behaviors of children. While each theory emphasizes different factors, each contributes to an understanding of the influences of childhood and provides added insight.

INSTRUCTIONS

1. Choose one major theorist (past or present) in child development.

   ☑ **NOTE:** Your instructor may assign a topic to you, to avoid duplication of topics by other students. Or, your instructor may choose to assign this activity as a group assignment (with different groups responsible for different theorists). Check with your instructor.

2. Profile the theorist in a one-page typewritten report. Follow your instructor's requirements for preparing your report. Your profile should include at least the following information:

   - Name of theorist
   - The theory or theories for which the person is known, plus the major points of each
   - How learning and memory are approached
   - Books and/or articles authored
   - Whether you agree or disagree with the subject's theories, and why

Reading Comprehension
- Gain factual information
- React to written material

Research and Reference
- Select useful resources
- Find materials in library
- Use standard references

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Compose reports

Oral Presentation

- Make informative presentations
- Use good speaking techniques
- Use effective body language
- Present appropriate appearance

Job Acquisition/ Development

- Practice good personal presentation

3. Use at least two sources for the typewritten report. Sources can include textbooks, professional journals, biographies and autobiographies, magazine and newspaper articles, and others. Use the library to locate appropriate resources.

4. Give a 1-2 minute oral report to the class, based on your written report. Follow your instructor's requirements for presenting your oral report.

5. Keep the following evaluation criteria in mind as you complete this Assignment Sheet. (Your instructor may use these criteria and others when evaluating your work.)

Typewritten report

- Length (one page)
- Contents/coverage
- Sources (at least two)
- Report format (as provided by instructor)
- Typewritten

Oral report

- Length (1-2 minutes)
- Use of good speaking techniques
- Appropriate appearance

ASSIGNMENT SHEET 2

APPLYING CHILD DEVELOPMENT CONCEPTS

Name ______________________________ Score __________

OBJECTIVE 9

Evaluate the impact of technology on children.

INTRODUCTION

Technology can be seen as both an asset and a liability in a child's learning and development. A great deal depends on how the child and the parent or caregiver make use of the technology.

INSTRUCTIONS

Reading Comprehension
- Draw conclusions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Oral Presentation
- Make informative presentations
- Use good speaking techniques

Functional Social Studies
- Analyze social impact of science/technology

1. Identify a technological advancement that could have an impact on children. Your instructor may assign a topic to you, to avoid duplication of topics by other students. Or, your instructor may choose to assign this activity as a group assignment (with different groups responsible for different technologies). Check with your instructor.

   EXAMPLES: Car seats, infant monitors, action/reaction toys, medical advancements

2. Respond to the following questions for the technology you have identified.

   - What is the technological advancement?
   - How would a child interact with (or use) this technology?
   - How could this technology be an asset in a child's learning and development?
   - How could this technology be a liability in a child's learning and development?

3. On your own paper, restate each question before your response.

4. Give a 1- to 2-minute oral report to the class, based on your responses. Follow your instructor's guidelines for making oral presentations.

OBJECTIVE SHEET

CARING FOR INFANTS AND TODDLERS

5

INTRODUCTION

Infants are children under twelve months old. Toddlers are children one and two years old. Certain characteristics can describe the typical growth of children in these age groups. Parent and other caregivers can also follow specific guidelines for influencing the development of children during these formative years.

FOCUS ASSIGNMENTS

Reading Comprehension

- Gain factual information
- Analyze cause and effect
- Draw conclusions

Language

- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition

- Use complete sentences

FOCUS ASSIGNMENTS

PREREADING:	Read about caring for infants and toddlers. Use your textbooks, reference books, magazines, or other resources. You may read about caring for infants and toddlers in general or a specific topic related to caring for infants and toddlers.
WRITING:	Write a one-page essay over the information read.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Select from a list interactive abilities of infants.
2. List caregiver guidelines for responding to an infant.
3. Identify key points in the development of infants.
4. Select from a list feeding guidelines for introducing solids to an infant's diet.
5. List safety guidelines to follow when feeding babies.
6. List physical care and safety guidelines for infant care.
7. Identify key points in the development of toddlers.
8. State guidelines for influencing the development of infants and toddlers.
9. Distinguish among good toys for infants and toddlers.
10. Identify safe toys for infants and toddlers.
11. Evaluate a toy for an infant or toddler. (Assignment Sheet 1)
12. Describe the impact of an infant's schedule on parents. (Assignment Sheet 2)
13. Observe an infant or toddler. (Assignment Sheet 3)
14. Develop an activity for an infant or toddler. (Assignment Sheet 4)

INFORMATION SHEET

CARING FOR INFANTS AND TODDLERS

5

OBJECTIVE 1

Optional Activities/ Resources in Instructor's Guide

Select from a list interactive abilities of infants.

- All senses are intact at birth – infants use them to interact with caregivers
- Can *initiate* interactions
- Coordinate actions
- Cry to signal needs
- Develop language skills across the first year

  ☑ **NOTE:** Examples include cooing, gurgling, and babbling. *Children learn language skills from social interaction.*

- Focus on objects within 8 to 15 inches
- Follow pleasing sights and sounds with their eyes
- Generally prefer physical closeness
- Imitate adult facial expressions

  ☑ **NOTE:** Babies prefer to look at human faces.

- Move arms and legs on both sides of the body equally well
- Recognize familiar caregivers

OBJECTIVE 2

Optional Activities/ Resources in Instructor's Guide

List caregiver guidelines for responding to an infant.

☑ **NOTE:** These guidelines contribute to the skills of a sensitive caregiver.

- Communicate through words, songs, rhymes, and nonverbal messages.

  EXAMPLES: Smiles, eye contact, nursery rhymes

- Be interactive with language – let the infant be an active participant in the conversation.

  ☑ **NOTE:** Infants will imitate sounds to the best of their abilities; and, even though the conversation may seem one-sided at first, it is important to speak to an infant, pause as if waiting for a response, then speak again. This will begin to teach the infant about having conversations and promote language development.

- Help the infant explore his or her environment.

  ☑ **NOTE:** Let the infant touch, taste, and smell a variety of things.

- Hold, touch, and cuddle the infant.

  ☑ **NOTE:** Human touch is often calming to an infant and makes the infant feel safe and secure. Infants generally prefer *physical closeness.*

- Introduce new people, places, and events.

  ☑ **NOTE:** When introducing infants to new people, use a calm voice and acceptable tone, and let the infant approach the new person.

- Make interesting noises and encourage the infant to copy the sounds.

- Play a variety of music for the infant to listen to.

- Play and interact with the infant.

  EXAMPLES: Games such as pattycake and peek-a-boo; stories

- Provide adequate physical support.

- Provide a variety of toys.

- Read aloud and with feeling to the infant.

- Respond to signals

  EXAMPLES: Respond to cries; let the baby grasp your finger
- Set an example for acceptable behavior.
- Show colorful books with lots of pictures; point out and name the different objects.
- Supervise the infant at all times.

OBJECTIVE 3

Optional Activities/
Resources in
Instructor's Guide

Identify key points in the development of infants.

WORDS YOU SHOULD KNOW	
object permanence	knowledge that objects do not disappear when they are dropped or are out of sight
stranger anxiety	a fear of strangers

☑ **NOTE:** The following information is based on the first twelve months of a child's life, and is only a sampling of the skills developed during this time frame. Individual children may perform certain activities earlier or later than indicated.

PHYSICALLY

- Advance from having reflexive arm and leg movements to crawling, walking, climbing, and carrying
- Develop muscle control and coordination
- Grow to one and one-half times their height at birth
- Learn to eat solid foods
- Triple their birth weight

INTELLECTUALLY

- Advance to language use and a vocabulary of several words
- By the end of this stage, can solve simple problems, set goals, and take action to achieve goals

- Develop memory skills by using all five senses

  ☑ **NOTE:** Infants begin to distinguish between new objects and familiar ones.

- Learn object permanence

EMOTIONALLY AND SOCIALLY

- Begin to develop self-identity and independence
- Can comfort self by sucking
- Develop stranger anxiety and prefer parents to others
- May initiate involvement with others
- Respond positively to comfort and negatively to pain
- Show attachment to parents and/or primary caregiver
- Smile at voices and faces

OBJECTIVE 4

Select from a list feeding guidelines for introducing solids to an infant's diet.

Optional Activities/ Resources in Instructor's Guide

WORDS YOU SHOULD KNOW	
strained	mashed until runny

☑ **NOTE:** Breast milk is considered the perfect infant food. Mother's milk or formula usually provides all the calories an infant needs at first. A very young baby's digestive system is developmentally unready for solids. A solid food diet for a baby should be developed only after consulting with the baby's pediatrician.

- Between four and six months of age, additional calories are usually needed; this is often a good time to introduce solids.

- Rice cereal made especially for babies is the most common food to be introduced first.

  ☞ **NOTE:** The cereal should be diluted with breast milk, formula, or water to a consistency slightly thicker than breast milk or formula. Gradually increase the thickness of the mixture.

- Introduce only one new food at a time so if anything causes a digestive problem or allergic reaction, the source can be easily identified; four days to a week should elapse before adding another new food.

- Start by offering small portions, such as a few teaspoons of food per meal.

- Strained fruits and vegetables are usually added after cereal has been well taken; later meat and egg yolk are added.

  ☞ **NOTE:** Since babies have no or few teeth, they must begin by eating only strained foods, and should never continue to be fed when they appear to be full or lose interest in the feeding.

- Solids should be fed from a bowl, not the jar or container.

  ☞ **NOTE:** If spooned from the jar or container directly into the baby's mouth, bacteria can get into the jar or container and multiply quickly, causing the remaining food to spoil.

- Store opened jars of commercially prepared baby food in the refrigerator for no more than the number of days indicated on the jar.

- Between eight and ten months of age, babies may begin to eat with their fingers; this is a good time to encourage self-feeding with dry foods that a baby can hold.

  EXAMPLES: Toast, crackers, zwieback

- After eating with fingers is accomplished, the next step in self-feeding is for the baby to use a spoon.

OBJECTIVE 5

Required Activities/
Resources
– Discussion

Optional Activities/
Resources in
Instructor's Guide

List safety guidelines to follow when feeding babies.

Discuss safety guidelines to follow when feeding babies.

- Always supervise babies when they are eating.
- Avoid giving small children peanut butter, unless spread very thinly on a soft cracker.
- Babies should always be in a sitting position when being fed.
- Chocolate, nuts, and honey should not be given at all during the first year.
- Do not feed raw vegetables or fruit that can snap into hard pieces.
- Do not give small children frankfurters, unless cut into very tiny pieces.
- Do not give small children grapes, unless peeled and cut into tiny pieces.
- Do not let babies crawl or walk around and eat at the same time.
- Never give babies fruit with thick skin and/or seeds or pits.

  ☑ **NOTE:** In the case of bananas, cut the banana into smaller pieces to prevent choking.

- Never give small children hard candy or small, hard foods.

  EXAMPLES: Popcorn, raisins, nuts

OBJECTIVE 6

Optional Activities/
Resources in
Instructor's Guide

List physical care and safety guidelines for infant care.

WHEN BATHING AN INFANT:

- Always test the water temperature before placing the infant in bath water.

  ☑ **NOTE:** A newborn should **not** be placed in a tub of water until the remainder of the umbilical cord has dropped off and the navel and circumcised penis are healed.

- Never leave an infant unattended in or around bath water.

  ☞ **NOTE:** A few inches of water is enough to create a drowning hazard!

- Never use a cotton swab to clean infant's ears or nostrils.

- Never allow the older baby to climb or stand while in the bathtub.

  ☞ **NOTE:** Gather the items needed to give the bath and have them within reach before undressing the baby.

- Choose a place that is safe, warm, and free from drafts when bathing an infant.

- Fill a bath tub with 2-3 inches of comfortably warm water.

WHEN DIAPERING AN INFANT:

☞ **NOTE:** Diapering and infant is another opportunity for *interacting* with the child.

- Always dispose of the stool contents in diapers in the toilet.

- Change wet or soiled diapers promptly.

- Dispose of diapers in a sanitary fashion.

- Do not use dull diaper pins.

- If the umbilical cord is still attached, fold the diaper down to expose the area to air and keep it from getting wet.

- Keep diaper changing area clean.

- Keep diapering supplies within easy reach of the changing area, but out of the baby's reach.

- Keep lotions, powders, and ointments off the sticky tabs on disposable diapers.

- Never flush used disposable diapers down the toilet.
- Never leave the baby unattended on the changing surface.
- When removing a disposable diaper from a baby, reclose tape tabs before pulling diaper out from under baby.

  ☑ **NOTE:** The open tabs can stick to the baby's sensitive skin.

OBJECTIVE 7

Optional Activities/
Resources in
Instructor's Guide

Identify key points in the development of toddlers.

☑ **NOTE:** The following information is based on the thirteenth through thirty-sixth months of a child's life, and is only a sampling of the skills developed during this time frame. Individual children may perform certain activities earlier or later than indicated.

PHYSICALLY

- Advance from standing alone for short periods of time to being in constant motion, running or walking.
- By age three, the typical child will have grown to over half of his or her final height.
- Improve grasping skills to the ability of taking objects apart and putting them back together and holding eating, writing, and painting utensils.
- Show increasing independence in areas of self-care (feeding, dressing, toileting).

INTELLECTUALLY

- Begin to classify objects into general categories.
- Can distinguish between genders.
- Increase vocabulary from three or four words to more than 500 words.
- Mature from liking to look at picture books to a curiosity in reading.

- Progress from simple imitation to imaginative, fantasy play.
- Recognize names of major body parts.

EMOTIONALLY AND SOCIALLY

- Develop capabilities for dealing with frustrations.
- Enjoy ability to do things independently.
- Go from enjoying solitary play to playing near and with other children.
- Like to show affection and be accepted by others.
- May show specific fears.

  EXAMPLES: Thunder, lightning, large animals, the dark
- Show pride in personal accomplishments and desire parental approval.

OBJECTIVE 8

Optional Activities/
Resources in
Instructor's Guide

State guidelines for influencing the development of infants and toddlers.

WORDS YOU SHOULD KNOW	
cognitive	relating to mental activity

- Help children exercise the muscles needed to develop gross motor skills.

  EXAMPLE: Provide space and freedom to practice crawling, standing, and walking. If kept in cribs, infant seats, and play yards, children do not get the opportunity to use muscles or develop coordination.
- Help children interpret and deal with emotions.

  EXAMPLE: Jealousy, frustration, fear
- Make certain that children always get proper nutrition and a balanced diet.

- Make certain that children receive good health care and disease prevention.
- Provide a safe environment and space to explore.
- Provide cognitive stimulation.

  EXAMPLES: Talking, reading, singing, playing games, providing a variety of safe objects at the child's eye level

- Provide emotional support in a secure environment that allows children to try, fail, and try again.
- Provide opportunities for adequate rest.
- Provide opportunities for language development.

  EXAMPLES: Reading aloud, playing word games, responding to what the child is saying

- Provide opportunities for positive social interaction.

OBJECTIVE 9

Optional Activities/
Resources in
Instructor's Guide

Distinguish among good toys for infants and toddlers.

☑ **NOTE:** Toys should be chosen with safety and the child's stage of development in mind. A toy that is not age-appropriate can be dangerous, frustrating, and will not promote development.

INFANTS

- Books with large, colorful pictures
- Interlocking plastic rings or beads
- Mobiles
- Musical toys
- Rattles that make noise but are large enough not to fit into the mouth
- Small stuffed animals or rag dolls
- Soft blocks or balls

- Squeeze toys
- Textured toys that make sound
- Unbreakable, child-proof mirrors

TODDLERS

- Books that tell a story and are interesting to look at
- Building blocks
- Crayons, chalk, and paint
- Dolls and stuffed toys
- Play dough
- Push and pull toys
- Puzzles
- Ride-on toys
- Shape sorters
- Toys with large pieces to put together
- Water with cups and pots

OBJECTIVE 10

Optional Activities/
Resources in
Instructor's Guide

Identify safe toys for infants and toddlers.

☑ **NOTE:** When choosing safe toys for infants and toddlers, consider the following guidelines.

- Do not buy toys with *small pieces* that can be broken off and get lodged in the throat, ears, or nose.
- Make certain there are no *electrical parts* on toys.
- Make sure toys have no *sharp edges.*
- There should be no *button eyes or buttons* on clothing of dolls.

- Toys should be made of *non-toxic* materials.
- Toys should be *washable*.

OBJECTIVE 11 **Complete Assignment Sheet 1.**

OBJECTIVE 12 **Complete Assignment Sheet 2.**

OBJECTIVE 13 **Complete Assignment Sheet 3.**

OBJECTIVE 14 **Complete Assignment Sheet 4.**

ASSIGNMENT SHEET 1

CARING FOR INFANTS AND TODDLERS

5

Name ______________________________ Score __________

OBJECTIVE 11

Evaluate a toy for an infant or a toddler.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Cognitive Activities
- Analyze/synthesize information
- Draw conclusions
- Evaluate alternatives

Review the information covered in objectives 9 and 10 on selecting toys for infants and toddlers. Choose a toy of interest to you, and evaluate the appropriateness of that toy, using the following questions as a guide.

Item evaluated: ______________________________

Age level: infant, toddler (circle one)

1. Is this toy appropriate to the child's age level? Explain.

____

____

____

2. For how long do you think a child would enjoy this toy?

____

3. Is this toy durable enough to last until the child outgrows it?

____

4. Does it lend itself to use one's imagination and curiosity? Explain.

____

____

____

5. Does this toy encourage problem-solving? Explain.

6. What fine motor skills (small muscles) might this toy help develop?

7. What gross motor skills (large muscles) might this toy help develop?

8. Does this toy encourage the development of language skills? Explain.

9. Is this toy easy to keep clean?

10. Is this toy safe? Explain.

11. What is your overall impression of this toy?

ASSIGNMENT SHEET 2

Name ______________________________ Score __________

OBJECTIVE 12 **Describe the impact of an infant's schedule on parents.**

INTRODUCTION

Parenthood demands a great deal of time and dedication. It is a 24-hour-a-day job. When an infant joins the family, the child's needs will take top priority, impacting parents' schedules in ways they may have never thought or expected. In addition, if other children are in the family, the parents may have to help these children adjust to the new family member.

INSTRUCTIONS

Make arrangements to visit with and interview the parent(s) of an infant. Assure the parent(s) that their name(s), their child's name, and the information received during the interview will be confidential. Ask parent(s) the following questions and record the answers on a separate sheet of paper.

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Interactive Communications
- Conduct/receive interviews

Cognitive Activities
- Collect/record information
- Analyze/synthesize information

PART 1

1. What is the age of your child?
2. How many other children live in the home? How did they adjust to the new baby?
3. What are the ages of the other children?
4. Do any extended family members live in the home?
5. Who is the child's primary caregiver?
6. How often did you feed your baby when he/she was a newborn?
7. How often does your baby eat now?
8. How long does it take to feed your baby?
9. How often did your baby wake up in the night as a newborn?
10. How long did it take for your baby to go back to sleep?

11. How old was your baby when he/she first slept through the night?

12. What time does your baby go to bed now?

13. Do both parents work outside of the home? Yes No

14. If yes, what time do you get up in order to get ready for work and get the baby ready for child care?

15. How often did you go out in the evenings before your baby was born?

16. How often do you go out in the evenings now?

17. How often do you leave your baby with a babysitter or other caregiver?

18. What, if anything, have you given up in order to meet the schedule needs of a baby?

19. In general, how would you describe the schedule changes that you have encountered since your baby was born?

20. What short-cuts or helpful time-saving methods of doing things have you adopted since your baby was born?

PART 2

After completing the interview, record your personal feelings about how you think a person's schedule might change after the birth of a baby, and how you might respond and/or adapt to such a situation. Using a separate sheet of paper, respond to the following questions:

1. How long was it before the parents got a full night's sleep?

2. What was the impact of the infant's schedule on the parents' social life?

3. How was the parents' schedule affected?

4. Describe your own daily routine. If you were caring for an infant, what might you have to change about your schedule? Would you like to?

ASSIGNMENT SHEET 3

CARING FOR INFANTS AND TODDLERS

5

Name ______________________________ Score __________

OBJECTIVE 13 **Observe an infant or toddler.**

INTRODUCTION

Observing children makes a person more aware of children's physical, intellectual, and social and emotional development. In order to make the observation experience a valuable one, it is important to be objective and precise. The recorded information can provide a basis for more meaningful interaction with children in the future.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Cognitive Activities
- Collect/record information
- Analyze/synthesize information

Review the guidelines for observation presented. Observe either an infant or toddler for approximately one hour. The observed child does not have to be previously known to the observer. Use the following questions as an observation guide. Depending upon the individual behaviors exhibited by the child, questions may or may not apply. In order to maintain confidentiality, do not discuss the child's observed behaviors with others.

☞ **NOTE:** There are various places where the observation can be conducted such as a friend's house, preschools, shopping malls, and restaurants.

IMPORTANT: Secure parental and/or caregiver permission before observing the child.

GUIDELINES FOR OBSERVING CHILDREN

- Conduct the observation objectively. Record what is actually seen. This does not include personal feelings about the observed behaviors.
- Focus only on the child being observed.
- Go alone, if possible.

- Make preparations prior to the observation.

  EXAMPLES: Set observation goals, decide observation time and place, secure permission to make the observation, review the developmental tasks involved with the age group that will be observed

- Observe one child at a time.
- Observe only when scheduled.
- Record the action as it is happening, and write brief comments. The description of the action needs to include action words such as played, laughed, cried, and said.
- Sit in a comfortable chair in a location that will not distract the children.
- Take only necessary items to the observation.
- Write down questions to ask the caregiver.

PART 1

1. Approximate age of child
2. Gender of child
3. Date and time of observation
4. Location of observation
5. Length of observation
6. Number of children present
7. Number of adults present

PART 2

Review the information presented in the unit and assigned reading material for assistance in completing Part 2.

1. Give a physical description of the child observed and give examples of how his or her physical development was exhibited, including what specific gross and fine motor skills were demonstrated.

2. Discuss what intellectual development skills were observed. Give examples and explain your answer. Include information on the child's verbal skills and how many words and/or sentences the child uses.

3. How did the child show social and emotional development? Give examples and explain your answer.

4. Summarize what you learned from this assignment.

CARING FOR INFANTS AND TODDLERS

Name ______________________________ Score __________

OBJECTIVE 14

Develop an activity for an infant or toddler.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Cognitive Activities
- Analyze/synthesize information
- Create a finished product

Using the resources available in school and public libraries, child care centers, or parents of toddlers, develop a low or no cost activity for a toddler. List all materials needed to complete this activity, any resources used to learn about this activity, and turn in or demonstrate the activity for evaluation.

EXAMPLES: Mobiles, poems, nursery rhymes, stories, songs and song games, hand shadows, matching objects, shape sorters, counting games, stacking games, homemade play dough, soap bubbles, finger paints

1. Age of infant or toddler for which this activity is appropriate:

   ____

2. Materials needed to complete this activity:

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

3. Resources used to learn about this activity:

4. How does this activity contribute to the physical, intellectual, and/or emotional/social development of the child?

OBJECTIVE SHEET

CARING FOR PRESCHOOL AND SCHOOL-AGE CHILDREN

6

INTRODUCTION

Preschool children are from three to five years old. Preschool children are beginning to learn more about themselves and how to interact socially. *School-age* children are from six to twelve years old. School-age children present special challenges for parents and other caregivers. In addition to their needs for intellectual, social, emotional, physical and motor, and moral development, school-age children have needs directly related to the school experience. This can be a very trying time for both parents and children.

FOCUS ASSIGNMENTS

Reading Comprehension
- Gain factual information
- Analyze cause and effect
- Draw conclusions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

FOCUS ASSIGNMENTS

PREREADING:	Read about caring for preschool and school-age children. Use your textbook, reference book, magazines, or other resources. You may read about caring for preschool and school-age children in general or about a specific topic related to preschool or school-age children.
WRITING:	Write a one-page essay over the information read.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Identify key points in the development of preschool children.
2. List a preschool child's interactive abilities.
3. State guidelines for influencing the development of preschool children.
4. Identify key points in the development of school-age children.
5. List a school-age child's interactive abilities.
6. State guidelines for influencing the development of school-age children.
7. Describe the impact of the school experience on a child.
8. Explain the importance of family involvement in the school experience for preschool and school-age children.
9. Describe methods of family involvement in a child's progress in school.
10. List guidelines for caregivers of preschool and school-age children.
11. Observe a preschool or school-age child. (Assignment Sheet 1)
12. Interview a school-age child. (Assignment Sheet 2)
13. Develop an activity for a preschool or school-age child. (Assignment Sheet 3)

OBJECTIVE 1

Optional Activities/ Resources in Instructor's Guide

Identify key points in the development of preschool children.

WORDS YOU SHOULD KNOW

incidental	occurring in addition to what is planned
dexterity	skill in using the muscles
egocentric	viewing the self as the center of all things; self-centered
multiple classification	ability to place objects into more than one category
seriation	ability to order groups of items by some common property such as size, weight, or age

☑ **NOTE:** All children develop at different rates. Children should not be compared to other children.

INTELLECTUALLY AND MORALLY

- Preschool children increase their ability to think symbolically.

  EXAMPLES: Presents may mean "birthday," empty boxes may become toys; grouping.

- Preschool children are beginning to understand the concept of cause and effect.

  ☑ **NOTE:** Preschool children may often ask "Why?" Children need answers in order to learn about the world in which they live.

- Incidental learning predominates.

  ☑ **NOTE:** Incidental learning occurs when something other than what is being taught is learned. For example, if a child is learning colors using numbered cards and also learned the numbers.

- Preschool children can communicate more effectively with language, using improved grammar and complete sentences.

  ☑ **NOTE:** By the age of five a child may have a vocabulary of approximately 2000 words.

- Multiple classification abilities develop.

- Seriation abilities develop.

- Recognition and recall continue to improve.

- Sequencing abilities develop.

- By the end of this period, children can understand the concept of right and wrong.

  ☑ **NOTE:** What preschool children perceive as right or wrong is learned from parents and caregivers.

EMOTIONALLY AND SOCIALLY

- Preschool children are increasing their knowledge of gender roles.

  ☑ **NOTE:** A child's perception of gender roles is learned from adults. Parents and caregivers should take care not to reinforce gender stereotypes.

- The development of self-esteem continues.

- Other children become more important to preschool children.

  ☑ **NOTE:** Preschool children will form friendships and learn how to play with other children. These friendships provide emotional support and satisfaction to children.

- Play increases in importance.

  ☑ **NOTE:** Children work through their differences in play. Children use play in a variety of ways, such as learning to share. Make-believe play allows children to use their imagination and explore different roles.

- Preschool children are still highly egocentric, but gradually begin to have a sense that other people are individuals with separate feelings and needs.

  ☑ **NOTE:** Children's aggressive acts become more appropriate. For example, children will aggressively pursue a specific toy instead of showing aggression for no apparent reason.

PHYSICALLY

- Children show a distinct preference for one hand or the other.
- Children begin to lose their primary teeth (at about six years of age).

  ☑ **NOTE:** These teeth are gradually replaced with secondary or "permanent" teeth.

- By the end of this period, most children can independently feed, dress, and toilet themselves.
- Basic large motor skills such as walking and running become well developed; small motor skills also show increased improvement; dexterity is improved by the end of this period.

OBJECTIVE 2

Optional Activities/ Resources in Instructor's Guide

List a preschool child's interactive abilities.

- Ability to share and take turns

  ☑ **NOTE:** Preschool children spend more time in cooperative play. Preschool children may still have difficulty sharing and taking turns.

- Ability to express emotions through language

  ☑ **NOTE:** Preschool children often lack the vocabulary or language ability to express complex emotions. Preschool children may still express anger physically.

- Ability to initiate interaction

  EXAMPLE: A preschool child may ask if someone wants to play a certain game.

- Ability to use language to make bargains with friends, caregivers, and family
- Ability to take part in and interest in special events

  EXAMPLE: Preschool children are curious about holiday celebrations and will want to take part in preparations.

OBJECTIVE 3

Optional Activities/
Resources in
Instructor's Guide

State guidelines for influencing the development of preschool children.

- Help preschool children meet their physical needs but let them take initiative.

  ☑ **NOTE:** These years provide a framework for adults and children working together.

- Create a positive environment for learning.

  ☑ **NOTE:** Although children at this age may be enrolled in programs, the family remains a primary place to learn.

- Provide positive guidance and discipline.

  ☑ **NOTE:** Preschool children are finding out about themselves and the world around them. They need reasonable limits set for them and also reward for accomplishments.

- Encourage preschool children to become more independent but still provide them with comfort when needed.

  ☑ **NOTE:** Knowing when to allow children to handle tasks on their own and when to help is often hard for adults. It is natural to want to help and comfort the child, but children need to learn to become less dependent on their parents. Children who have a strong sense of being loved are more secure in trying things on their own.

OBJECTIVE 4

Optional Activities/
Resources in
Instructor's Guide

Identify key points in the development of school-age children.

WORDS YOU SHOULD KNOW

conservation	the understanding that certain properties remain unchanged although they may change in appearance; this learning achievement was identified by Jean Piaget
deductive reasoning	reasoning from the general to the specific
inductive reasoning	reasoning from specific facts to general conclusions

INTELLECTUALLY AND MORALLY

- Conservation abilities develop.
- Thinking becomes more abstract.
- Problem-solving abilities develop.
- Short-term and long-term memory improves.
- Children begin to use deductive and inductive reasoning.
- Children develop a reading vocabulary and a spelling/writing vocabulary.
- School-age children can distinguish right from wrong.
- School-age children are beginning to develop their own set of values.

  ☑ **NOTE:** Children who have a positive home environment are most likely to choose the values of their parents. Children who grow up in dysfunctional families may have problems establishing positive values for themselves.

- Rules are important.

  EXAMPLE: When playing games, children will place a great deal of emphasis on the "rules of the game."

EMOTIONALLY AND SOCIALLY

- School-age children become more socially independent.
- The feeling of "belonging" to a group becomes very important.

  ☑ **NOTE:** School-age boys tend to belong to larger groups while school-age girls are more likely to have smaller groups.

- School-age children undergo many mood swings ranging from moody and withdrawn to outgoing and friendly.
- The need for privacy increases.

PHYSICALLY

- Both large and small muscle development greatly improves.
- By the end of this period endurance and stamina increases and susceptibility to illness decreases.

OBJECTIVE 5

Optional Activities/
Resources in
Instructor's Guide

List a school-age child's interactive abilities.

- Ability to show much greater social awareness
- Ability to cooperate with others to achieve tasks or goals
- Increased ability to use language to express emotions
- Ability to sympathize with others

  EXAMPLE: School-age children may become upset when others are mistreated.

OBJECTIVE 6

State guidelines for influencing the development of school-age children.

Optional Activities/
Resources in
Instructor's Guide

☑ **NOTE:** As children reach school-age they become more independent. Parents may no longer have the degree of influence over the child they did when the child was younger. School-age children are capable of taking care of many of their needs themselves, such as dressing themselves.

- Let school-age children help in decision making.

  EXAMPLE: Choosing their own clothes, helping set up a study schedule for their homework, or whether to take an after-school job such as babysitting or lawn care.

- Allow school-age children time to play and pursue hobbies or sports.

- Allow school-age children the chance to participate in activities over a longer period of time.

  EXAMPLE: Music lessons

- Allow children to choose the activities they find most rewarding.

- Encourage school-age children but do not overuse rewards and praise.

  ☑ **NOTE:** Overuse of rewards and praise will lessen their meaning. Children should not be "pushed" to succeed to the point that it becomes the parents success and not the child's success.

- Respect the child's increasing need for privacy.

  EXAMPLE: Keeping the bathroom and bedroom doors closed.

- Emphasize health and safety and encourage the child to take responsibility for personal health and safety.

  EXAMPLE: Keep nutritious snacks around the house, when the child begins driving, make sure the child knows basic car maintenance.

- Create a positive environment.

OBJECTIVE 7

Optional Activities/
Resources in
Instructor's Guide

Describe the impact of the school experience on a child.

☑ **NOTE:** The school experience can have a wide range of impacts on a child. The school is the child's work and can be a positive and negative experience. The school experience is only one part of a child's experience – family life, friends, and organizations have a large impact on a child's development.

- The school experience affects a child's *social development.* The school experience often forms the basis for a child's peer group, relationships, and clubs or organizations.

- The school experience affects a child's *emotional development.* Much of a child's self-esteem during the school years is based on how the child thinks he or she is viewed by others in the school environment such as peer groups.

- The school experience affects a child's *physical and motor development.* Many children participate in school sports. Sports can help a child with coordination, muscular development, as well as self-esteem and confidence.

- The school experience affects a child's *intellectual development.* Learning is the primary reason children attend school. A quality education will enable a child to continue on in life, achieve goals, and become a productive member of society. The educational experience often sparks an interest that later becomes a career for a child.

- The school experience affects a child's *moral development.* The values of others in the school environment will influence the child's values.

OBJECTIVE 8

Explain the importance of family involvement in the school experience for preschool and school-age children.

Optional Activities/
Resources in
Instructor's Guide

- School is potentially a very frightening and disorienting experience for a child. The first day of school represents a major transition in a child's life. The parent's role is vital in providing stability, reducing anxiety, and providing guidance and support.

  ☑ **NOTE:** Parents can make the transition to school easier by ensuring that the child has the emotional, communication, and self-help skills necessary for school. Skills such as the ability to share, cooperate, and take turns; listen to instructions; deal with emotions; care for personal belongings; clean up their messes; dress and toilet themselves; age-appropriate language abilities; and appropriate level of trust with adults will make the transition to school easier for the child. In addition, parents should ensure that children have a complete medical examination prior to school entry. Schools require immunizations. Vision and hearing tests are also important, since they may detect problems that could interfere with learning.

- As the child continues the school experience, the parents' role remains important. The parents' interest in school can either positively or negatively affect a child's interest.

  EXAMPLE: If a parent shows little interest in a child's school performance, the child may tend to view school as not that important. But if a parent shows interest in the child's school performance, the child will know that the parents value education.

- School can often be a rewarding as well as frustrating time for a child. Parents need to provide praise for accomplishments as well as support for disappointments.

- The school experience often helps determine a child's peer group, activities and interests, and self-esteem. Parental involvement in the school experience may help parents to better understand problems the child may have during the school years.

  EXAMPLE: If children view themselves as being "unpopular," interest in school may diminish.

OBJECTIVE 9

Optional Activities/
Resources in
Instructor's Guide

Describe methods of family involvement in a child's progress in school.

FORMAL

- By being a member of the local **school board**, parents can be actively involved in the policies and procedures that are set for their child's school; parents may also attend school board meetings to voice their opinions on certain areas.

  ☑ **NOTE:** In most areas, school board members are elected to the school board.

- **Parent-teacher associations** offer parents the chance to interact and work with the teachers to ensure their child is progressing.
- **Parent-teacher conferences** offer parents the chance to meet one-on-one with their child's teachers to discuss the child's progress in school.
- Some schools offer parents the chance to **volunteer** at the school.

  EXAMPLE: Chaperoning a school event

SUPPORTIVE

- Setting study times for the child
- Being active in the child's learning

  EXAMPLE: Ask the child "What did you enjoy most about school today?"

- Creating a positive learning environment
- Reviewing items the child brings home such as papers, artwork, or progress reports

OBJECTIVE 10 **List guidelines for caregivers of preschool and school-age children.**

Optional Activities/
Resources in
Instructor's Guide

- Set a behavioral example.
- Provide adequate physical support.
- Play games.

  ☑ **NOTE:** Games should be developmentally appropriate.
- Read and encourage reading.
- Provide positive emotions, praise, and encouraging gestures and words.
- Make expectations clear.
- Help children learn to cope with emotions.

OBJECTIVE 11 **Complete Assignment Sheet 1.**

OBJECTIVE 12 **Complete Assignment Sheet 2.**

OBJECTIVE 13 **Complete Assignment Sheet 3.**

ASSIGNMENT SHEET 1

CARING FOR PRESCHOOL AND SCHOOL-AGE CHILDREN

6

Name ______________________________ Score __________

OBJECTIVE 11

Observe a preschool or school-age child.

INTRODUCTION

Observing children makes a person more aware of children's physical, intellectual, and social and emotional development. In order to make the observation experience a valuable one, it is important to be objective and precise. The recorded information can provide a basis for more meaningful interaction with children in the future.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Cognitive Activities
- Collect/record information
- Analyze/synthesize information

Review the guidelines for observation presented. Observe a preschool or school-age chil for approximately one hour. The observed child does not have to be previously known to the observer. Use the following questions as an observation guide. Depending upon the individual behaviors exhibited by the child, questions may or may not apply. In order to maintain confidentiality, do not discuss the child's observed behaviors with others.

IMPORTANT: There are various places where the observation can be conducted such as a friend's house, schools, shopping malls, or restaurants. However, you must secure permission from the child's parent or caregiver before observing.

GUIDELINES FOR OBSERVATION

- Conduct the observation objectively. Record what is actually seen. This does not include personal feelings about the observed behaviors.
- Focus only on the child being observed.
- Go alone, if possible.

- Prepare for the observation.

  EXAMPLES: Set observation goals, decide observation time and place, secure permission to make the observation, review the developmental tasks involved with the age group that will be observed .

- Observe one child at a time.
- Observe only when scheduled.
- Record the action as it is happening, and write brief comments. The description of the action needs to include action words such as played, laughed, cried, and said.
- Be careful not to distract the caregiver or the children.
- Take only necessary items to the observation.

PART 1

1. Approximate age of child

   ____

2. Gender of child

   ____

3. Date and time of observation

   ____

4. Location of observation

   ____

5. Length of observation

   ____

6. Number of children present

   ____

7. Number of adults present

   ____

PART 2

Review the information presented in the unit and assigned reading material for assistance in completing Part 2.

1. Give a physical description of the child observed and give examples of how his or her physical development was exhibited, including what specific gross and fine motor skills were demonstrated.

2. Discuss what intellectual and moral development skills were observed. Give examples and explain your answer. Include information on the child's verbal skills and how many words and/or sentences the child uses.

3. How did the child show social and emotional development? Give examples and explain your answer.

4. Summarize what you learned from this assignment.

Name ______________________________ Score __________

OBJECTIVE 12 **Interview a school-age child.**

INSTRUCTIONS

PART 1

Interview a school-age child. Use the information below as a guideline and add additional questions of your own. Write a one-page report on the interview.

☑ **NOTE:** Receive parental permission before interviewing the child.

- Name, age, and gender of the child
- School attended/grade in school
- Family structure/size
- Favorite activities
- Favorite subjects in school
- Favorite foods
- Dislikes about school
- Places been
- Family activities (holiday traditions, vacations)

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Interactive Communications
- Conduct/receive interviews

Cognitive Activities
- Collect/record information
- Analyze/synthesize information

PART 2

Write a one-page summary of your experience. Answer the following questions in your summary:

- How did you feel during the interview? Explain.

  EXAMPLE: Were you at ease or uncomfortable?

- Did you enjoy the interview? Why or why not?

- What did you learn about school-age children from this activity?

- What could you have done differently to make the interview better?

ASSIGNMENT SHEET 3

CARING FOR PRESCHOOL AND SCHOOL-AGE CHILDREN

6

Name ______________________________ Score __________

OBJECTIVE 13 **Develop an activity for a preschool or school-age child.**

INSTRUCTIONS

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Cognitive Activities
- Create a finished product

Using the resources available in school and public libraries, child care centers, or parents of preschool or school-age children, develop a low or no cost activity for a preschool or school-age child. List all materials needed to complete this activity, any resources used to learn about this activity, and turn in or demonstrate the activity for evaluation.

EXAMPLE: Activities for preschool children might be stories, songs and song games, games; activities for school-age children might include crafts and creative arts activities

1. Age of child for which this activity is appropriate:

____

2. Materials needed to complete this activity:

____

____

____

____

____

____

____

____

3. Resources used to learn about this activity:

4. How does this activity contribute to the physical, intellectual/moral, and/or emotional/social development of the child?

OBJECTIVE SHEET

GUIDING CHILDREN

7

INTRODUCTION

Guidance refers to the words and actions used by adults to influence a child's behavior. Techniques for effective guidance can be learned. These techniques will help children to make decisions on their own regarding their behavior. Whenever they interact with children, adults have the opportunity to provide effective guidance.

FOCUS ASSIGNMENTS

Reading Comprehension

- Gain factual information
- Analyze cause and effect
- Draw conclusions

Language

- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition

- Use complete sentences

FOCUS ASSIGNMENTS

PREREADING:	Read about guidance of children. Use your textbooks, reference books, magazines or other resources. You may read about guidance in general or a specific area of guidance.
WRITING:	Write a one-page essay over the information read. Include a discussion of your opinions on the information.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Identify typical behaviors of infants and toddlers.
2. Select from a list typical behaviors of preschoolers and school-age children.
3. Select from a list typical behaviors of adolescents.
4. Distinguish among three patterns of parenting.
5. List roles of parents.
6. Identify skills for effective parenting.
7. List skills for effective communication.
8. Describe methods of guiding behavior.
9. Identify positive responses to misbehavior.
10. Create positive statements for effective guidance. (Assignment Sheet 1)
11. Respond to case studies in guiding children. (Assignment Sheet 2)
12. Research the effects and effectiveness of corporal punishment. (Assignment Sheet 3)

INFORMATION SHEET

GUIDING CHILDREN

7

OBJECTIVE 1

Optional Activities/
Resources in
Instructor's Guide

Identify typical behaviors of infants and toddlers.

WORDS YOU SHOULD KNOW	
empathetic	relates to the feelings of another
motor skills	skills involving muscular coordination

Infants (Birth to 12 months)

- Become mobile
- Cling to parents when in new or strange places
- Cry when uncomfortable or hungry
- Develop language skills
- Fear strangers and separation from parents
- Have a strong attachment to the primary caregiver
- Learn and respond to his or her own name
- Practice dropping objects and watching them fall
- Smile, giggle, and laugh

Toddlers (12-36 months)

- Act out of experimentation
- Become empathetic to others
- Become more mobile as motor skills improve
- Can learn to follow some established routines
- Continually test limits set by parents and caregivers

- Experience volatile emotional ups and downs; shift quickly from one emotion to another
- Find it difficult to share
- Have active imaginations and are able to "make believe"
- Learn to use the toilet
- May develop an attachment to a favorite object
- Show curiosity about the world
- Struggle with a desire for independence and a need for security

OBJECTIVE 2

Select from a list typical behaviors of preschoolers and school-age children.

Optional Activities/ Resources in Instructor's Guide

WORDS YOU SHOULD KNOW	
cooperative play	play involving interaction among playmates
parallel play	play beside playmates
peer	people one's own age

Preschoolers (3-, 4-, and 5-year-olds)

- Are competitive in play activities
- Prefer cooperative play to parallel play
- Begin to understand cause and effect relationships
- Can use the toilet by themselves by the end of this period
- Can handle most eating, dressing, and grooming skills themselves
- Can be quite social and talkative
- Display anger verbally instead of physically

- Express thoughts and feelings more clearly
- Have difficulty understanding the concept of time
- Improve physical skills and coordination
- Involve themselves in active play that challenges developing motor skills
- May reveal new fears
- Often ask "Why?" in a need to understand before they believe

School-age children (6- to 12-year-olds)

- Are able to use hands skillfully

  EXAMPLES: Building models, learning handcrafts, using tools

- Are competitive and dislike losing
- Are interested in group and team activities
- Are sensitive to what others think
- Enjoy sports and physical activities
- Enjoy reading and have a positive attitude toward school
- May seem withdrawn and moody
- Play more games with rules
- Strive hard to please others
- Understand more about truth and honesty
- Want to look and act like peers

OBJECTIVE 3

Optional Activities/
Resources in
Instructor's Guide

Select from a list typical behaviors of adolescents.

- Are preoccupied with own thoughts and self-doubt
- Assert independence

- Explore and establish a personal identity
- Experience dramatic mood swings
- Form close relationships with peers of both sexes
- Seek independence from parents
- Try out different social roles

OBJECTIVE 4

Optional Activities/
Resources in
Instructor's Guide

Distinguish among three patterns of parenting.

- **Authoritarian** parents are generally quite strict in their discipline and child-rearing practices. Often they want to control the child and will use strong punishment as a means of authority. This pattern of parenting shows little affection and gives little praise to children.
- **Authoritative** households are characterized by democratic methods of parenting and mild forms of punishment. These parents work with their children to set guidelines and limits and allow the children to make some of their own decisions. Authoritative parents are loving and supportive and encourage independence, maturity, and resonsibility.
- **Permissive** parents set very few limits or guidelines for children to follow. Children in permissive homes usually are given few responsibilities to help with family jobs. These parents use little discipline and do not produce an environment that fosters the development of maturity and responsibility.

OBJECTIVE 5

Optional Activities/
Resources in
Instructor's Guide

List roles of parents.

☑ **NOTE:** Parents and other caregivers assume many roles every day. Each of these roles involves specific skills. In addition, parents and caregivers must use multiple-role skills, such as listening.

- Authority figure
- Nurturer
- Protector/Provider
- Teacher

OBJECTIVE 6

Optional Activities/
Resources in
Instructor's Guide

Identify skills for effective parenting.

☑ **NOTE:** The parenting pattern of a person will determine how he or she responds to the roles associated with parenthood. The same basic parenting skills should be applied regardless of the pattern or roles of parents.

AUTHORITY FIGURE

- Adopt age-appropriate expectations.
- Be consistent with expectations.
- Be flexible.
- Set as few rules as possible.
- Set reasonable and fair expectations, with limits appropriate to the situation.
- Use positive reinforcement.

  EXAMPLE: Freely support and encourage good behavior.

NURTURER

- Respect and acknowledge the child's feelings (empathize).
- Exhibit appropriate parental affection.
- Listen to the child's point of view.
- Provide for a child's basic needs.
- Spend time with the child.

  ☑ **NOTE:** It is more effective to do things *with* the child than *to* or *for* the child.

PROTECTOR/PROVIDER

- Provide a safe environment.
- Provide for a child's basic needs.

TEACHER

- Act as a role-model.
- Be consistent with expectations.
- Listen to the child's point of view.
- Offer choices.
- Set reasonable and fair expectations, with limits appropriate to the situation.
- Support words with actions.
- Teach age-appropriate work skills.

OBJECTIVE 7

Optional Activities/
Resources in
Instructor's Guide

List skills for effective communication.

- Ask questions wisely.
- Avoid critical and sarcastic remarks.
- Avoid using words with multiple meanings.
- Be an active listener by providing feedback.
- Be aware of nonverbal cues.

  EXAMPLE: Body language
- Be firm but respectful.
- Call the child by name.
- Choose an appropriate time to discuss matters of importance.
- Communicate the same message with words and actions.
- Maintain a pleasant tone of voice.
- Physically get down on the child's eye level.

- Practice using eye contact.

☑ **NOTE:** In certain situations or cultures children may not want to make eye contact or may feel uncomfortable looking directly at an adult. However, when an adult is listening to a child or making an explanation to a child, it is often less threatening to the child if the adult is at his or her eye level.

- Take the time needed without hurrying the child.
- Use "I" messages rather than "You" messages.

EXAMPLE: "I am angry at..." **not** "You make me angry..."

- Use age-appropriate words.

OBJECTIVE 8

Required Activities/
Resources
– Discussion

Optional Activities/
Resources in
Instructor's Guide

Describe methods of guiding behavior.

? Discuss the question "What are methods of guiding behavior?"

Guidance

Guidance is the things that adults do and say as they interact with children to influence their behaviors in a positive way. Guidance occurs continually with the goal of teaching self-discipline. Guidance can be used to attempt to change behavior that may be considered normal, but also negative. Guidance also involves setting the stage for expressing positive emotions like love, empathy, and kindness by reinforcing positive emotions and actions when they occur. Caregivers who establish a warm, secure environment for their children from the beginning of life are taking positive steps in guiding their children's behavior.

Discipline

Discipline is the process of guiding and training a child in ways which make it possible for the child to gain self-control and self-discipline. The health and safety of the child must be considered and protected at all times when disciplining. In most cases, effective discipline methods work better than punishment in helping children learn what is "right."

Punishment

Punishment is a penalty for wrongdoing. Punishment presents painful or unpleasant consequences as a means of assisting children to learn desired behaviors. *If punishment is used, it must always be used in its least harmful form.* It is most effective when given immediately after the undesirable behavior has taken place. Physical punishment is the least effective method for changing behavior.

IMPORTANT: Child abuse is often the result of parents using harsh or physical punishment as their primary means of guidance. Abusive forms of punishment include physical, emotional, and sexual acts that cause purposeful injury or threat to a child. **Excessive punishment and other harmful acts upon a child can cause long-term physical, mental, and emotional problems. These abusive acts do NOT produce a well-behaved child and are NOT effective methods for guiding behavior. Child abuse is a felony act.**

OBJECTIVE 9

Required Activities/
Resources
– Discussion

Optional Activities/
Resources in
Instructor's Guide

Identify positive responses to misbehavior.

? Discuss the question "What are positive responses to misbehavior?"

☑ **NOTE:** Parent-child relationships can be strengthened and supported by responding positively to misbehavior. The following are all positive responses to misbehavior.

- Focus on only one behavior change at a time.
- Offer an acceptable compromise.
- Provide environmental control.

  EXAMPLES: Safety gates, electrical outlet plugs
- Provide a time-out period for the child to cool off and reflect on the unacceptable behavior.
- Redirect the undesirable activity to a more desirable one.
- Reinforce, acknowledge, and/or reward desirable actions.

  EXAMPLES: Smiling, hugging, showing interest and attention, giving stars or stickers

- Tell the child what he or she *can do* instead of what *cannot* be done.
- Scold or reprimand the child **briefly** to show disapproval of a *behavior* (not disapproval of the *child*).

  ☑ **NOTE:** To be effective, reprimands should be given in a calm manner. They need to include identification of the undesirable behavior, an explanation of why it is undesirable, and an offering of a desirable solution.

- Let the child safely learn the natural (logical) consequences of behaviors.

  IMPORTANT: The consequence must be logical to the offense. Natural consequences **cannot be used** if the health or safety of the child is at risk.

OBJECTIVE 10 **Complete Assignment Sheet 1.**

OBJECTIVE 11 **Complete Assignment Sheet 2.**

OBJECTIVE 12 **Complete Assignment Sheet 3.**

ASSIGNMENT SHEET 1

GUIDING CHILDREN

7

Name ______________________________ Score __________

OBJECTIVE 10

Create positive statements for effective guidance.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Part 1

Read the following sentences. After reading each one, construct a new sentence using positive communication and parenting skills.

1. Do not bounce the basketball in the house.

   ____

2. Do not play with the food on your plate.

   ____

3. Quit using that tone of voice with me.

   ____

4. Keep your feet off the sofa.

   ____

5. Do not play the stereo so loudly.

   ____

6. Stop pulling the cat's tail.

   ____

7. Do not waste water by letting the faucet run.

   ____

8. You never make your bed.

   ____

9. Do not go outside without your gloves on.

10. You cannot possibly assume this dialogue is over.

Part 2

Read the following situations and create simple, positive statements of guidance for each.

1. Matthew is trying to grab his little sister's toy out of her hand.

2. Mary Jane is pounding on her toy drum while her mother is talking on the phone.

3. Sadie is scribbling with a crayon on the pages of her new story book.

4. Robin is gargling and playing with the milk in her glass.

5. Michael is ripping out the pages of his mother's new magazine.

ASSIGNMENT SHEET 2

GUIDING CHILDREN

7

Name ______________________________ Score __________

OBJECTIVE 11

Respond to case studies in guiding children.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Cognitive Activities
- Analyze/synthesize information
- Draw conclusions

Answer the questions following each case study below.

1. Colin is 5-years-old. He and his friend Andy are playing in the front yard when their soccer ball rolls into the street. Although he knows he is forbidden to go into the street without his parents supervision, Colin darts out in the roadway after the ball. As his mother steps outside to check on the boys, she sees a car come dangerously close to hitting Colin.

   A. What was the behavior in question?

   ____

   B. What guidance technique could be used?

   ____

   ____

   ____

   ____

   C. If you were the parent or caregiver, how would you have handled the situation?

   ____

   ____

   ____

2. Betty is 18-months-old and very active and striving to be independent. She loves to toddle through the house, and is curious about everything. The gate that usually blocks the stairs is not up, so Betty takes advantage of this opportunity to head up the staircase. As she nears the top, she becomes frightened and cries out to her mother for help.

   A. What was the behavior in question?

   ____

   B. What guidance technique could be used?

   ____

   ____

   ____

   ____

   C. If you were the parent or caregiver, how would you have handled the situation?

   ____

   ____

   ____

3. Missy is two-weeks-old and cries what seems like all of the time to her mother. At 4:00 a.m. her mother hears her in her crib crying. Since she just fed and changed her diaper one hour ago her mother assumes Missy is neither hungry nor dirty.

   A. What was the behavior in question?

   ____

   B. What guidance technique could be used?

   ____

   ____

   ____

   ____

   C. If you were the parent or caregiver, how would you have handled the situation?

   ____

   ____

   ____

4. Joshua is in third grade and loves to read. Even though he knew it was past his bedtime and he was supposed to be in bed asleep, he wanted to read one more chapter in the mystery book he just got at the library. With a flashlight, he crawled under his covers to read, hoping his parents would not realize he was still up. But, before going to his room for the night, Joshua's dad stopped to check on his son and found him still up an hour past his bedtime.

   A. What was the behavior in question?

   ____

   B. What guidance technique could be used?

   ____

   ____

   ____

   ____

   C. If you were the parent or caregiver, how would you have handled the situation?

   ____

   ____

   ____

5. Barb and Chuck are in the same math class together. They seem to have about the same level of understanding of the subject, and have become good friends as they have shared study time and homework sessions. They were studying for a test, when Barb realized she was supposed to have been home an hour ago. She immediately called her parents to tell them she was on her way home.

   A. What was the behavior in question?

   ____

   B. What guidance technique could be used?

   ____

   ____

   ____

   ____

   C. If you were the parent or caregiver, how would you have handled the situation?

   ____

   ____

   ____

ASSIGNMENT SHEET 3

GUIDING CHILDREN

7

Name ______________________________ Score __________

OBJECTIVE 12

Research the effects and effectiveness of corporal punishment.

EQUIPMENT AND SUPPLIES

- Current newspapers, magazines, library resources
- Paper and pen or pencil

INSTRUCTIONS

Using current newspapers, magazines, and library resources research the effects and effectiveness of corporal punishment. Report your findings, including a definition of corporal punishment, in a one page summary. Identify which parenting pattern(s) might use corporal punishment, and explain your answer.

☑ **NOTE:** This Assignment Sheet will be graded on the appropriate application of unit and resource information. Spelling and grammar usage will also be evaluated. A list of references used to write the report should be included.

Reading Comprehension
- Gain factual information
- Draw conclusions

Research and Reference
- Select useful resources
- Locate resources
- Use magazines and newspapers

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Compose reports

Research
- Create bibliography

OBJECTIVE SHEET

PROMOTING CHILDREN'S WELL-BEING

8

INTRODUCTION

Health, safety, and nutrition are related; the quality of one has an impact on the quality of the others. Good health, safety, and nutrition are as important to children as they are to adults. However, the needs of children in these areas are also different than those of adults. A child's **health** is a major concern of parents: childhood is a time for immunization against many diseases. Infants and children also present special **safety concerns** for parents and caregivers. Childhood presents many potential accidents and emergencies indoors and outdoors. The home itself must be made "childproof." In addition, children have **nutritional requirements**. This unit will introduce the student to concepts in health, safety, and nutrition for infants and children.

FOCUS ASSIGNMENTS

Reading Comprehension
- Gain factual information
- Analyze cause and effect
- Draw conclusions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

FOCUS ASSIGNMENTS	
PREREADING:	Read about promoting children's health, safety, and nutrition. Use your textbooks, reference books, magazines, or other resources.
WRITING:	Write a one-page essay over the information read.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment and Job Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. List examples of common childhood accidents and emergencies indoors and outdoors.
2. Describe a safe nursery.
3. Evaluate availability and cost of nursery items. (Assignment Sheet 1)
4. State guidelines for preventing accidents and emergencies.
5. State guidelines for responding to accidents and emergencies.
6. State guidelines for "childproofing" the home.
7. Evaluate the home for child safety. (Assignment Sheet 2)
8. List childhood diseases and illnesses.
9. Identify common tests and immunizations for children.
10. Describe dental care for children.
11. State the importance of proper handwashing procedures.
12. Properly wash your hands. (Job Sheet 1)
13. Explain the importance of good nutrition for children.
14. Classify foods according to the Food Guide Pyramid.
15. Describe nutritional requirements for children.
16. Interpret a food label. (Assignment Sheet 3)
17. State guidelines for handling a child's food likes and dislikes.
18. Plan a one-day menu of meals and snacks for children. (Assignment Sheet 4)

PROMOTING CHILDREN'S WELL-BEING

OBJECTIVE 1

Optional Activities/ Resources in Instructor's Guide

List examples of common childhood accidents and emergencies indoors and outdoors.

☑ **NOTE:** Accidents are the **leading** cause of death for children. Many accidents can be prevented by childproofing the environment and properly supervising children. Many accidents occur when young children are left unsupervised.

COMMON INDOOR ACCIDENTS/EMERGENCIES

- Burns
  - ☐ Appliances
  - ☐ Stoves
  - ☐ Chemicals
  - ☐ Electrical outlets
  - ☐ Matches, lighters, flammable liquids
  - ☐ Bath scalding

    ☑ **NOTE:** Young children are susceptible to bath scalding. Bath water for young children should be kept under 80° F.
- Choking
  - ☐ Foods
  - ☐ Drinks
  - ☐ Small objects such as pieces from toys, marbles, or buttons
- Cuts, scrapes, and wounds
  - ☐ Play

    EXAMPLE: Carpet scrapes on the knees

☐ Knives and other sharp objects

☑ **NOTE:** Children are active and are likely to receive many cuts, scrapes, and wounds. These may range from minor cuts to deep cuts which require stitches.

- Drowning

  ☐ Bathtubs and toilets

  IMPORTANT: Young children should NEVER be left unsupervised in the bathtub. Any body of water, no matter how small, is a potential drowning hazard.

- Electrocution

  ☐ Biting electrical cords

  ☐ Playing with electrical outlets

- Falls

  ☐ Down stairs

  ☐ Off of furniture

  ☐ Play equipment

  ☑ **NOTE:** Injuries resulting from falls may range from minor bruises to severe head injuries or a fractured bone.

- Firearm injuries

  ☐ Mistaking real firearms for toy firearms

  ☐ Accidental shootings

- Poisoning

  ☐ Medications (prescription and non-prescription)

  ☐ Cleaning products

  ☐ Cosmetics

  ☐ House plants

  ☐ Pesticides/insecticides

  - Petroleum products

    EXAMPLES: Lighter fluid, paint

  - Food poisoning

- Smothering
  - Plastic bags
- Strangulation
  - Electrical cords
  - Drapery or window shade cords

COMMON OUTDOOR ACCIDENTS/EMERGENCIES

- Burns
  - Sunburns
- Choking
  - Small objects such as pieces from toys, marbles, or buttons
- Cuts, scrapes, and wounds
  - Play
  - Sharp objects
  - Sports activities

  ☑ **NOTE:** Children are active and are likely to receive many cuts, scrapes, and wounds. These may range from minor cuts to deep cuts which can be life threatening.

- Drowning
  - Swimming pool/hot tub
  - Bodies of water

    EXAMPLES: Lake, pond, river, creek, ocean

- Falls
  - Play
  - Bicycles
  - Trees
  - Sports activities

☑ **NOTE:** Injuries from falls may range from minor bruises to severe head injuries or fractured bones.

- Insect stings and bites and animal bites
  - Bee stings
  - Wasp stings
  - Snake bites
  - Dog bites

☑ **NOTE:** Some insect and animal bites may also be poisonous, such as with some varieties of snakes.

- Traffic injuries
  - Passenger injuries
  - Pedestrian injuries

☑ **NOTE:** Traffic injuries, pedestrian and passenger injuries, are the leading cause of death among children.

- Poisoning
  - Plants
  - Chemicals used outdoors such as garden chemicals
  - Gas vapors

OBJECTIVE 2

Optional Activities/
Resources in
Instructor's Guide

Describe a safe nursery.

☑ **NOTE:** Nursery items should meet the requirements set forth by the U.S. Consumer Product Safety Commission.

- Crib
  - ☐ Slats should be spaced no more than 2 3/8 inches (6 cm) apart.
  - ☐ No slats should be missing or cracked.
  - ☐ Crib should be placed away from radiators and hot surfaces, drapery cords, or other items that hang down and might be near the child's reach.
  - ☐ Mattress should fit snugly, there should be less than two fingers width between the edge of the mattress and the crib.

    ☑ **NOTE:** An infant may be able to wedge his or her head in this gap if it is large and suffocate.
  - ☐ Corner posts should be no higher than 5/8 inch taller than the rails.

    ☑ **NOTE:** Corner posts can catch a child's clothing and cause entanglement.
  - ☐ Bumper pads should fit around the entire crib and tie or snap in place. Bumper pads are NOT recommended for infants that cannot raise their heads and should be removed when the child can stand.

    ☑ **NOTE:** The infant may use the bumper pads to help climb out of the crib.
  - ☐ Drop-side latches should securely hold rails in raised position and should not be able to be released by the infant.
  - ☐ Once the child has reached 35 inches in height, or when the side rail is less than 3/4 of the child's height, the child has outgrown the crib and is ready for a bed.

- High chairs
    - ☐ Should have a wide base for stability.
    - ☐ Straps and locks are secure.
- Hook-on chairs
    - ☐ Has a restraining strap for the child.
    - ☐ Has a clamp to lock it onto the table for added security.
- Playpens
    - ☐ Mesh netting should have a small weave with less than 1/4 inch openings.
    - ☐ Mesh should have no holes or tears.

      ☑ **NOTE:** Holes can cause a young child's head to become entrapped and can cause strangulation.
    - ☐ Wooden playpens should have slats no more than 2 3/8 inches apart.
    - ☐ Top railing of the playpen should not have tears or holes.

      ☑ **NOTE:** Infants may chew off the vinyl pieces and choke.
    - ☐ If staples are used in the construction of the playpen, they are firmly attached and none are loose or missing.
- Pacifiers
    - ☐ Pacifiers must be strong enough that they will not break apart.
    - ☐ Pacifier shields must be large and firm enough that they will not fit into the baby's mouth.
    - ☐ Pacifier guards or shield must have ventilation holes so that the baby can breathe if the pacifier does become stuck in the mouth.
    - ☐ Pacifiers must NOT have any ribbons, strings, cords, etc. attached to them.

- ☐ Pacifiers must NOT have any tears or holes.

☑ **NOTE:** Throw the pacifier away if you notice any tears or holes.

- Toys
  - ☐ Toys such as rattles, squeeze toys, and teethers should be age-appropriate.
  - ☐ Toys should NOT be able to fit in the baby's mouth; parts should not be able to break off and fit into the baby's mouth.
  - ☐ Toys should NOT have any sharp edges, and are nonbreakable, nonflammable, with no long cords or strings.
- Changing tables
  - ☐ Should have safety straps.
  - ☐ Drawers and shelves should be easily accessible.
- Back carriers
  - ☐ Carrier should fit the child's size and weight.
  - ☐ Carrier should have a restraining strap to secure the child.
  - ☐ Leg openings should be large enough to prevent chafing but small enough to prevent the child from slipping out.
  - ☐ Carrier should have padded covering over the metal frame near the baby's face.

☑ **NOTE:** Back carriers should not be used with newborn babies and young infants because their necks are not able to withstand jolts.

- Bassinets and cradles
  - ☐ Should have a wide base and sturdy bottom.
  - ☐ Legs should be strong and have locks to prevent folding while in use.

  - Should have smooth surfaces with no protruding parts or objects.

- Toy box
  - Should have holes or spaces in front or sides, or under lid.
  - Should have a spring-loaded lid support that will support the lid in any position.

- Strollers
  - Should have a wide base.
  - Straps and buckles are secure and easy to use.
  - Brakes securely lock.

- Car restraint seats
  - All straps and buckles are secure.
  - Should be size and weight appropriate.

  ☑ **NOTE:** Children MUST use approved child restraint devices when traveling in automobiles.

OBJECTIVE 3

Complete Assignment Sheet 1.

OBJECTIVE 4

Required Activities/
Resources
– Discussion

Optional Activities/
Resources in
Instructor's Guide

State guidelines for preventing accidents and emergencies.

Discuss the question "What are some guidelines for preventing accidents and emergencies?"

- Use age-appropriate and size-appropriate seat restraints in automobiles.

  ☑ **NOTE:** Children must **always** be placed in size-appropriate restraints, no matter how short the trip. Ensure that child safety restraints meet all federal requirements.

- Ensure that toys and play equipment are age-appropriate and in good condition.

- Do NOT leave young children unsupervised.

- "Childproof" the home and play area.

  ☑ **NOTE:** Objective 6 will cover childproofing the home.

- Ensure children have proper equipment for specific activities.

  EXAMPLE: Helmets for bicycle riding, personal flotation devices for water activities

- Instruct children in basic safety practices.

  EXAMPLE: Teach children how to cross the street.

- Be knowledgeable about child development.

- Instruct children on self-protection practices.

  ☑ **NOTE:** Children should be told not to go anywhere with strangers. Most young children readily accept adult authority and they need to be instructed on what to do if an adult approaches them for a ride, candy, etc. Children must be instructed on how to use the phone to call for emergency help.

OBJECTIVE 5

Required Activities/
Resources
– Discussion

Optional Activities/
Resources in
Instructor's Guide

State guidelines for responding to accidents and emergencies.

Discuss the question "What are basic guidelines for responding to accidents and emergencies?"

IMPORTANT: The following guidelines are only basic rules for responding to accidents and emergencies. For more detailed guidelines on responding to accidents and emergencies contact the American Red Cross, American Heart Association, hospitals, or other agencies about first aid classes.

☑ **NOTE:** Accidents happen to children most often because the child does not know his or her limits or the child does not recognize the danger. When an accident or emergency happens follow the guidelines below.

- Try to remain calm.

  ☑ **NOTE:** Remaining calm will help to reassure the child and will also help you think more clearly.

- Evaluate the situation, find out what happened, and identify if there is any further danger. If not, check the child for injuries.

- If the injury is serious or potentially serious call for help **immediately**.

  ☑ **NOTE:** Serious or potentially serious injuries include an airway or breathing emergency, severe bleeding, unconsciousness, severe burn, possible fractures, any animal or human bite that breaks the skin. Parents and caregivers should know the emergency numbers for their area. Be prepared to give information such as the type of injury and address.

- Comfort the child.

- Do NOT move an injured child unless it is absolutely necessary for safety reasons.

- Administer first aid.

  IMPORTANT: Parents and caregivers should be trained in first aid.

OBJECTIVE 6

Required Activities/
Resources
– Discussion

Optional Activities/
Resources in
Instructor's Guide

State guidelines for "childproofing" the home.

? Discuss the question "What are guidelines for "childproofing" the home?"

☑ **NOTE:** The following are basic guidelines for "childproofing" the home. Even though a house may be "childproofed," young children must NEVER be left unsupervised in the home.

BURNS

- Install guards around fireplaces, radiators or hot pipes, and woodburning stoves

- Turn water temperature setting down to 120° F. or lower

  ☑ **NOTE:** Young children may unexpectedly turn on water faucets and hot water can scald.

- Keep matches and lighters inaccessible to children

- Keep hot items out of reach of children

  ☑ **NOTE:** Use back burners on stoves, keep pot handles turned inward.

CHOKING

- Put small objects out of children's reach
- Do NOT purchase toys or clothing with items that pose a potential choking hazard

CUTS, SCRAPES, AND WOUNDS

- Keep breakable objects and sharp objects out of reach of children

  ☑ **NOTE:** Do NOT dispose of bathroom items such as razor blades in an open trash can.

- Cover sharp edges and corners of furniture

DROWNING

- Keep toilet lid and seat down

  ☑ **NOTE:** Seat locks for toilets are available.

- Do NOT leave buckets of water out

ELECTROCUTION

- Store bathroom appliances away from any water source
- Cover electrical outlets
- Keep all electrical cords out of reach of children

FALLS

- Install safety gates at the top and bottom of open stairways
- Keep stairs and hallways uncluttered and well lit
- Use safety belts on high chairs

FIREARM INJURIES

- If a home has firearms, lock all firearms in a place where children cannot get to them and keep ammunition separate

POISONING

- Avoid poisonous house plants

  EXAMPLE: Poinsettia, Diffenbachia

- Lock up **all** medicines and poisons and properly dispose of out-of-date medications

  ☑ **NOTE:** This includes items such as prescription and non-prescription drugs, cleaning products, and pesticides.

- Store shampoos and cosmetics out of the reach of children

SMOTHERING

- Keep plastic bags out of children's reach and disposed of properly

  ☑ **NOTE:** Tie plastic bags in knots before throwing them away.

STRANGULATION

- Keep curtain cords and shade pulls out of reach of children
- Keep all electrical cords out of reach of children

GENERAL

- Keep doors to the outside locked
- Put screens on windows and secure windows with window locks
- Use childproof locks on cabinets containing items which may be hazardous to the child

- Secure trash cans with childproof lids or keep out of reach of child

  ☑ **NOTE:** Children are curious and will retrieve items from trash cans if given the opportunity.

- Avoid the use of tablecloths

  ☑ **NOTE:** Children may pull on the tablecloth knocking items off.

IMPORTANT: In addition to the above guidelines, safety precautions that must be taken include: working smoke detectors and fire extinguishers in the home, emergency numbers kept by the phone, and a plan of escape for fire.

OBJECTIVE 7

Complete Assignment Sheet 2.

OBJECTIVE 8

Optional Activities/
Resources in
Instructor's Guide

List childhood diseases and illnesses.

DISEASES/ILLNESSES WHICH CANNOT BE PREVENTED BY VACCINE

- Allergies
- Chicken pox

  ☑ **NOTE:** Chicken pox is the most common childhood contagious disease. Once a child has chicken pox he or she is usually immune to the disease. Chicken pox is characterized by tiny red blisters which may cover the entire body.

- Colds and coughs
- Croup
- Ear infections
- Influenza
- Scarlet fever
- Sore throat

DISEASES WHICH CAN BE PREVENTED BY VACCINE

- Diphtheria
- German measles
- Influenza

☑ **NOTE:** Some strains of influenza can be immunized.

- Measles
- Meningitis
- Mumps
- Poliomyelitis
- Tetanus
- Whooping cough

OBJECTIVE 9

Required Activities/
Resources
– Discussion

Optional Activities/
Resources in
Instructor's Guide

Identify common tests and immunizations for children.

Discuss the question "What are common tests and immunizations for children?"

- DTP (diphtheria, pertussis (whooping cough), and tetanus)
- Polio vaccine
- MMR (measles, mumps, and rubella)
- Hib meningitis
- Hepatitis B
- Hearing tests
- Tuberculosis tine test
- Lead level test
- Vision test

- Blood tests
- Urinalysis

OBJECTIVE 10

Optional Activities/
Resources in
Instructor's Guide

Describe dental care for children.

- Dental care should begin as soon as the first primary teeth appear (about 6 months of age). Parents can clean the primary teeth by wiping them with a small gauze pad or washcloth.
- Toddlers can begin to be taught to brush their own teeth with adult help. Parents need to brush over the teeth to ensure all areas are clean.
- Preschool children are able to brush but still need adult supervision and help. Children should brush their teeth at **least** twice daily – once in the morning and before bedtime.

  ☑ **NOTE:** Children may not develop the needed dexterity to properly brush over the teeth. Toothpaste containing fluoride has been shown to help reduce dental cavities.

- Avoid putting children to bed with bottles of milk or juice since they can cause tooth decay.

  ☑ **NOTE:** A bottle of water is acceptable, if needed.

- Limit the child's intake of sugary foods and foods that stick to the teeth.

  EXAMPLE: Cookies, soft drinks, candies

- The first visit to the dentist should be scheduled when the child is between 2 and 3 years of age. Regular checkups at six to twelve month intervals are recommended.
- Children who participate in contact sports should wear mouthguards.
- Children who knock out or chip teeth, even primary teeth, should be seen by a dentist.

  ☑ **NOTE:** Primary teeth serve important functions such as determining spacing for permanent teeth and for proper speech development. In addition, a tooth that is knocked out or chipped may cause the child pain.

OBJECTIVE 11

Optional Activities/
Resources in
Instructor's Guide

State the importance of proper handwashing procedures.

Handwashing is essential in controlling the spread of communicable diseases and infectious illnesses. Unwashed hands are also the most common means of transmitting infection from one person to another, directly or indirectly. Frequent and proper handwashing can help break the chain of infection.

OBJECTIVE 12

Complete Job Sheet 1.

OBJECTIVE 13

Optional Activities/
Resources in
Instructor's Guide

Explain the importance of good nutrition for children.

- Children need nutrients for growth and energy. Childhood is a time of muscle and bone development. Proper nutrients are needed to ensure growth and for normal body functions.
- Children who receive poor nutrition are likely to suffer in other areas such as education or health.

  EXAMPLE: Children who are easily fatigued may perform poorly in school. Children who are not eating properly may be more susceptible to illness or infection.
- Nutritional habits developed in childhood often carry over into adulthood. Poor nutritional habits developed in childhood can lead to health problems such as obesity, high cholesterol, and increased risk factors for heart disease.

OBJECTIVE 14

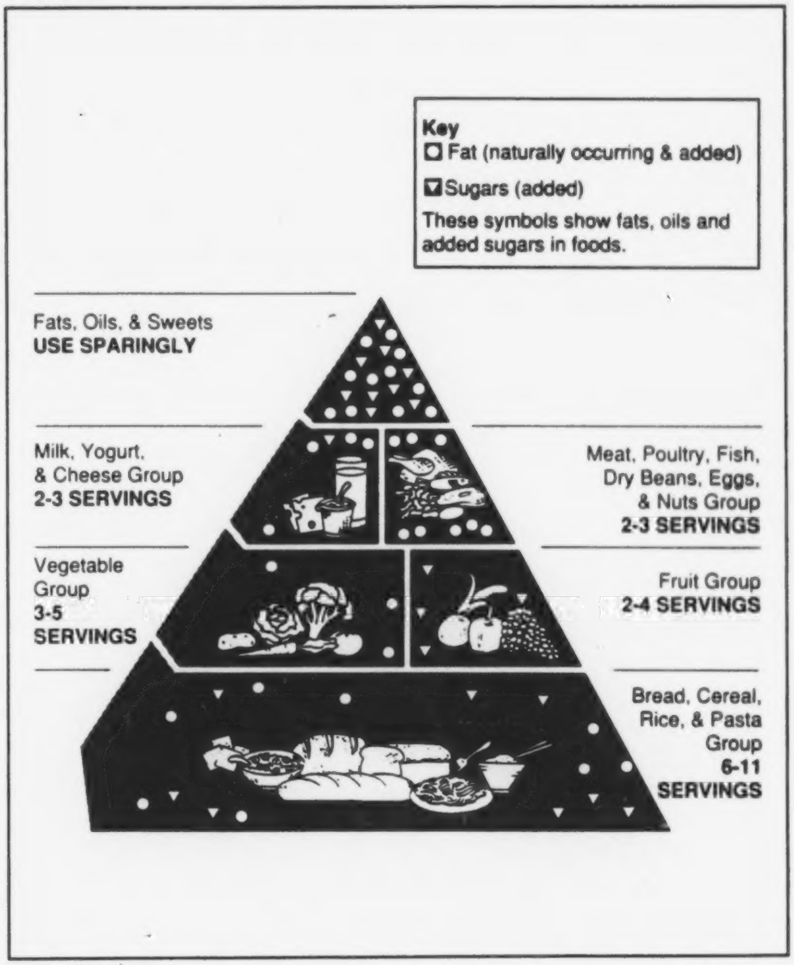
Optional Activities/
Resources in
Instructor's Guide

Classify foods according to the Food Guide Pyramid.

☞ **NOTE:** In 1992 the United States Department of Agriculture announced the Food Guide Pyramid. The Food Guide Pyramid replaced the Basic Four Food Groups plan as suggested dietary guidelines. The Food Guide Pyramid consists of the following groups.

- Bread, Cereal, Rice, & Pasta Group
- Vegetable Group
- Fruit Group
- Milk, Yogurt, & Cheese Group
- Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group
- Fats, Oils, & Sweets

FIGURE 1


Key
○ Fat (naturally occurring & added)
▼ Sugars (added)
These symbols show fats, oils and added sugars in foods.
Fats, Oils, & Sweets USE SPARINGLY
Milk, Yogurt, & Cheese Group 2-3 SERVINGS
Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group 2-3 SERVINGS
Vegetable Group 3-5 SERVINGS
Fruit Group 2-4 SERVINGS
Bread, Cereal, Rice, & Pasta Group 6-11 SERVINGS

OBJECTIVE 15

Optional Activities/ Resources in Instructor's Guide

Describe nutritional requirements for children.

☑ **NOTE:** The Food Guide Pyramid states recommended daily servings for adults. Children need the same food groups but their servings will need to be adjusted. The following is a guideline for servings for children.

- Children need a total of three cups of milk or milk equivalent from the Milk, Yogurt, & Cheese Group.
- Children need two or more servings from the Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group.
- Children should have four or more servings from the Fruit Group and the Vegetable Group (combined).

- Children should have four or more servings from the Bread, Cereal, Rice, & Pasta Group.

- Children should have limited amounts of food from the Fats, Oils, & Sweets Group.

  ☑ **NOTE:** Generally, the calorie content of food items in this group is high and the nutrient content is low.

OBJECTIVE 16 **Complete Assignment Sheet 3.**

OBJECTIVE 17 **State guidelines for handling a child's food likes and dislikes.**

Optional Activities/
Resources in
Instructor's Guide

- Do NOT use food as a punishment or a reward.

  EXAMPLE: Telling the child that if he or she eats a vegetable the child can have a cookie for desert.

- Keep the serving size small.

  ☑ **NOTE:** Children will ask for seconds if they want more.

- Do NOT make an issue out of the child's behavior.

  ☑ **NOTE:** Children may use their food dislikes to get attention from parents or caregivers.

- Do NOT try to force or push a child to "clean their plate."

  ☑ **NOTE:** Healthy children will eat an adequate amount of food. Making mealtime a confrontation between parent and child will make mealtime unpleasant.

- Realize that children have different tastes than adults and will often go through "stages" of food likes or dislikes.

  ☑ **NOTE:** Children's taste buds are more sensitive than adults. Young children often do not like foods that are too hot or too cold. They also often prefer eating foods separate rather than together.

- Make meals that are interesting and easy for the child with a variety of colors, shapes, and textures.

- Teach the child the importance of good nutrition.
- Set a good example for the child.
- Let the child be involved in the shopping and preparation of certain foods.

OBJECTIVE 18 **Complete Assignment Sheet 4.**

ASSIGNMENT SHEET 1

PROMOTING CHILDREN'S WELL-BEING

8

Name ______________________________ Score __________

OBJECTIVE 3

Evaluate the availability and cost of nursery items.

INSTRUCTIONS

Choose three items that would be used in a nursery. Locate two sources for the items, such as a retail store, secondhand store, specialty store, etc. Complete the form on the following page. Refer to objective 2 for items and safety features.

Functional Reading
- Follow written instructions

Functional Writing
- Complete forms and records

Cognitive Activities
- Collect/record information
- Draw conclusions
- Evaluate alternatives

Item 1: ____________	Item 1: ____________	Item 1: ____________
Sources: 1) ____________	Sources: 1) ____________	Sources: 1) ____________
2) ____________	2) ____________	2) ____________
Cost: 1) ____________	Cost: 1) ____________	Cost: 1) ____________
2) ____________	2) ____________	2) ____________
Safety:	Safety:	Safety:
a) meets federal requirements	a) meets federal requirements	a) meets federal requirements
1) Y N 2) Y N	1) Y N 2) Y N	1) Y N 2) Y N
b) acceptable	b) acceptable	b) acceptable
1) Y N 2) Y N	1) Y N 2) Y N	1) Y N 2) Y N
If no, explain:	If no, explain:	If no, explain:

ASSIGNMENT SHEET 2

PROMOTING CHILDREN'S WELL-BEING

8

Name ______________________________ Score __________

OBJECTIVE 7 **Evaluate the home for child safety.**

INSTRUCTIONS

Evaluate a home with young children for child safety. Refer to objective 6 for guidelines in evaluating the home. Write a checklist of questions using the information in objective 6 as a guide. For example: Are all matches and lighters kept out of reach of children? Consider the various rooms of the house: living room, bedrooms, kitchen, bathroom, garage, etc. Complete the form on the following page for each room and answer the questions that follow using a separate sheet of paper.

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Functional Writing
- Complete forms and records

Cognitive Activities
- Collect/record information
- Analyze/synthesize information
- Draw conclusions

Part 1: Complete for each room of the house.

ROOM: ____

	Yes	No
Burn hazards?	___	___
Choking hazards?	___	___
Cuts, scraps, and wound hazards?	___	___
Drowning hazards?	___	___
Electrocution hazards?	___	___
Fall hazards?	___	___
Firearm injury hazards?	___	___
Poisoning hazards?	___	___
Smothering hazards?	___	___
Strangulation hazards?	___	___
General hazards?	___	___

Part 2: Summary

1. What examples of appropriate "childproofing" did you find in specific rooms/areas?
2. How could the home be made more safe for a child? (How could you eliminate the items in the "Yes" column of the checklist?) Give **specific** ways to make the home safer.
3. What have you learned about the differences between an "adult-safe" home and one that is safe for a child?

ASSIGNMENT SHEET 3

PROMOTING CHILDREN'S WELL-BEING

8

Name ______________________ Score __________

OBJECTIVE 16 **Interpret a food label.**

EQUIPMENT AND SUPPLIES

- Current food labels
- Handout "Nutrition Facts"

INSTRUCTIONS

Read the Handout "Nutrition Facts." Interpret three food labels using foods from the following categories: packaged (prepared) foods such as pasta dinners or ready-to-eat frozen foods; canned vegetables, fruits, or beans; and convenience or snack items such as cookies or soft drinks. On a separate sheet of paper answer the following questions about the labels.

1. How many servings are in the item and what is the serving size?
2. What are the ingredients?
3. How many calories are in one serving? What percent is this of a 2,000 calorie daily diet?
4. How many of those calories are from fat? What percentage of the calories of the food item are from fat?
5. What Percent Daily Values of nutrients does the item provide?
6. Do you think this food item is a good nutritional choice? Explain.

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions
- Use content area vocabulary

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Math Application
- Solve percent problems

Life Science
- Investigate health issues

PROMOTING CHILDREN'S WELL-BEING

Name ______________________________ Score __________

OBJECTIVE 18

Plan a one-day menu of meals and snacks for children.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Functional Writing
- Complete forms and records

Life Science
- Investigate health issues

Plan a one-day menu of meals and snacks for children. Use your textbooks, library resources, magazines, and cookbooks for ideas. The menu should include breakfast, lunch, dinner, and at least two snacks. Refer to objectives 13, 14, 15, and 17 for information on children's nutrition. Using the form on the following page, plan the one-day menu. Ask your instructor for the budget for the day. Below are some guidelines.

- Use a variety of colors, textures, and shapes

  EXAMPLE: Use a cookie cutter on bread slices

- Remember that young children do not like foods that are very hot or very cold
- Choose foods that are easy for children to eat; combine finger foods with foods requiring utensils
- Consider the cost of the meal

Breakfast Foods: How served: Drink: Cost per serving:	What makes the meal attractive to children? Does it help meet the nutritional requirements of children? Explain.
Lunch Foods: How served: Drink: Cost per serving:	What makes the meal attractive to children? Does it help meet the nutritional requirements of children? Explain.
Dinner Foods: How served: Drink: Cost per serving:	What makes the meal attractive to children? Does it help meet the nutritional requirements of children? Explain.
Snacks Foods: How served: Drink: Cost per serving:	What makes the snacks attractive to children? Does it help meet the nutritional requirements of children? Explain.

JOB SHEET

PROMOTING CHILDREN'S WELL-BEING

8

Name ____

OBJECTIVE 12

Properly wash your hands.

EQUIPMENT AND SUPPLIES

- Soap

  ☑ **NOTE:** Liquid soap is preferred, since microbes from your hands can cling to bar soap. However, bar soap can be effective if used with care.

- Running water
- Paper towels

PROCEDURE

Functional Reading
- Follow written instructions

Job Acquisition/ Development
- Master specific job task/procedure

Yes No

1. Remove watches, rings, and other jewelry from your hands. ___ ___
2. Turn the water on with a paper towel and adjust the water to a comfortable, warm temperature. ___ ___

   ☑ **NOTE:** Avoid touching the sink or faucet. They should be considered "contaminated." You should avoid touching the sink or faucet by turning the faucet on and off using a dry paper towel.

3. Stand in front of the sink, without touching the sink. Wet your hands completely, without splashing. ___ ___
4. Apply plenty of soap. If you use bar soap, rinse the bar before putting it back in the soap dish. ___ ___
5. Keeping your hands lower than your elbows, firmly scrub your hands and wrists. ___ ___

	Yes	No
6. Scrub all of the surfaces of your hands, including the backs of your hands and between your fingers.	____	____
7. Scrub your wrists at least two inches above the wrist (or higher, depending on the soil.)	____	____
8. Keeping your hands lower than your elbows, rinse your hands thoroughly under running water.	____	____
9. Dry your hands completely with a clean paper towel.	____	____
10. Turn the water off with a dry paper towel.	____	____
11. Throw away all used paper towels.	____	____

SKILL TEST RECORD

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Key below.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Hands scrubbed	4	3	2	1
Hands rinsed	4	3	2	1
Hands dried	4	3	2	1
Proper sanitation	4	3	2	1

AVERAGE RATING

Evaluator note: To obtain an average rating for the Competency Profile, total the points in Product Evaluation and divide by the total number of criteria. Circle the rating on the Key.

KEY

4 **Skilled** – Can perform job with no additional training.
3 **Moderately Skilled** – Has performed job during training program; limited additional training may be required.
2 **Limited Skill** – Has performed job during training program; additional training is required to develop skill.
1 **Unskilled** – Is familiar with process, but is unable to perform job.

EVALUATOR'S COMMENTS

____

____

____

OBJECTIVE SHEET

SELECTING CHILDREN'S CLOTHING

9

INTRODUCTION

Clothing is a basic need for children, as it is for adults. Children also wear clothing for different reasons, just as adults do. However, clothing choices for children must be appropriate for the things children do. Parents are faced with many options for selecting and obtaining clothing for children.

FOCUS ASSIGNMENTS

Reading Comprehension
- Gain factual information
- Analyze cause and effect
- Draw conclusions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

FOCUS ASSIGNMENTS

PREREADING:	Read three advertisements for children's clothing from newspapers or magazines. Pay special attention to the features that are used to sell the clothing such as cost and comfort.
WRITING:	Write a short (one paragraph) summary of the advertisements. Include a description of the items being sold and whether or not you believe the items would be a good selection for children's clothing.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheet and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. State purposes of clothing.
2. List options for obtaining children's clothing.
3. Identify criteria for selecting clothing for children.
4. Evaluate children's clothing. (Assignment Sheet)
5. State guidelines for helping children assume responsibility for their clothing.

SELECTING CHILDREN'S CLOTHING

OBJECTIVE 1

Optional Activities/ Resources in Instructor's Guide

State purposes of clothing.

- Helps maintain sanitary environment
- Identifies the wearer
- Is useful for specific occasions and activities
- Offers safety to body and skin
- Protects the wearer
- Provides comfort

OBJECTIVE 2

Optional Activities/ Resources in Instructor's Guide

List options for obtaining children's clothing.

- Buying new
- Buying second-hand
- Obtaining hand-me-downs
- Sewing

OBJECTIVE 3

Optional Activities/ Resources in Instructor's Guide

Identify criteria for selecting clothing for children.

WORDS YOU SHOULD KNOW	
cost effectiveness	the most value for the least money spent

- Allowance for child's small muscle development
- Care required
- Climate and weather conditions

- Comfort
- Cost effectiveness
- Durability
- Ease of putting on and taking off

  EXAMPLES: Elastic waistbands, velcro closures

- Independence encouraged

  EXAMPLES: Velcro (not buttons), large zippers

- Purpose of design and appropriateness for age and activities

  EXAMPLE: Allows for toilet training

OBJECTIVE 4 **Complete Assignment Sheet 1.**

OBJECTIVE 5 **State guidelines for helping children assume responsibility for their clothing.**

Optional Activities/ Resources in Instructor's Guide

- Buy things that are easy for the child to put on and take off.
- Give the child limited choices when buying clothes.

  EXAMPLE: Make sure the child's choices are still age-appropriate.

- Help the child choose clothes within a clothing budget.
- Provide clothing storage space that is adequate and easily accessible to the child.
- Teach the child skills that will help him or her care for his or her own clothes.

  EXAMPLES: Folding clothing, hanging, putting dirty clothing in laundry basket

- Watch for teachable moments when the child shows an interest in dressing skills and clothing choices.

ASSIGNMENT SHEET

SELECTING CHILDREN'S CLOTHING

9

Name ______________________________ Score __________

OBJECTIVE 4

Evaluate children's clothing.

INTRODUCTION

Clothing is a basic need for children, just as it is for adults. Like adults, children wear clothing for a variety of reasons. However, the clothes that children wear must be appropriate for the unique needs of a child. Because parents (and other guardians) must provide their children with suitable clothes, they must be able to make the best choices possible.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Functional Writing
- Complete forms and records

Oral Presentation
- Make informative presentations
- Use good speaking techniques

Cognitive Activities
- Collect/record information
- Draw conclusions
- Evaluate alternatives

1. Complete the following form:

   - Write your name (Item 1).
   - Identify the age of the child you are clothing (Item 2).
   - Choose an article of clothing to evaluate (Item 3).

     EXAMPLE: Jeans, shirt, sleepwear, etc.

   - Select two options (sources) for obtaining the item (Item 4).
   - Evaluate a similar article of clothing from each of the two options (Item 5). In the column under each option (A and B), rate the article of clothing for the listed criteria. Use "+" to show a favorable evaluation and "-" to show an unfavorable evaluation.

     EXAMPLE: The article of clothing from Option (Source) A receives a good "+" or poor "-" rating for "durability"; the article from Option (Source) B likewise receives a "+" or "-" rating for the same criterion.

   - Complete the "Comments" box only if you need to explain your rating for a specific criterion.
   - Based on your evaluation, identify the Option (Source) that would be the better purchase and support your choice (Item 6). Use complete sentences.

2. Give a 1- to 2-minute oral report to the class, based on your completed evaluation. Follow your instructor's guidelines for making oral presentations.

1. Name: Score:

2. Age of child:

3. Article of clothing:

4. Option (Source) A: Option (Source) B:

5. Criteria	A	B	Comments
Allowance for small muscle development			
Care required			
Climate and weather conditions			
Comfort			
Cost effectiveness			
Durability			
Ease of putting on/taking off			
Independence encouraged			
Purpose/appropriateness			
Safety			

6. Conclusion: Which garment would be the better purchase? Why?

OBJECTIVE SHEET

CARING FOR CHILDREN WITH SPECIAL NEEDS, GIFTS AND TALENTS

10

INTRODUCTION

Special needs children are children who are physically, intellectually, or emotionally challenged. Children may be challenged from birth, or as the result of an accident or illness. Some challenges are obvious; others may not be as obvious. All children with special needs present unique concerns for parents and caregivers. Gifted and talented children are children who are very intelligent or who have exceptional talent in a certain area. A special needs child may also be a gifted child. Gifted and talented children also have unique needs.

FOCUS ASSIGNMENTS

Reading Comprehension
- Gain factual information
- Analyze cause and effect
- Draw conclusions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

FOCUS ASSIGNMENTS	
PREREADING:	Read the Handout *Children With Special Needs, Gifts and Talents*. As you read, pay special attention to the unique needs of each child and how those needs are being partially met.
WRITING:	Write a short (one paragraph) discussion of the unique needs of each child and how those needs are being partially met by the parents or caregivers.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Describe types of special needs.
2. Select from a list the challenges for special needs children.
3. Answer questions about the impact of special needs children on others.
4. Discuss the rights of special needs children.
5. List resources for meeting the needs of special needs children.
6. Write a report about special needs children. (Assignment Sheet 1)
7. Characterize a gifted and talented child.
8. Answer questions about the impact of gifted and talented children on others.
9. List resources for meeting the needs of gifted and talented children.
10. Write a report about a gifted and talented person. (Assignment Sheet 2)
11. Locate community resources. (Assignment Sheet 3)

INFORMATION SHEET

CARING FOR CHILDREN WITH SPECIAL NEEDS, GIFTS AND TALENTS

10

OBJECTIVE 1

Required Activities/
Resources
– Discussion

Optional Activities/
Resources in
Instructor's Guide

Describe types of special needs.

Discuss the question "What are types of special needs?"

WORDS YOU SHOULD KNOW	
Attention Deficit Disorder (ADD)	a developmental disorder which includes a variety of learning and behavior problems; children can have ADD with or without hyperactivity
mental illness	any of a number of diseases affecting the mind and personality of an individual in such a way as to be an impairment to their well being
mental retardation	a condition which includes subaverage general intellectual functioning and deficits in adaptive behavior

NOTE: These categories are not mutually exclusive. Children may suffer from several challenges. For example, an emotional challenge may develop as the result of a permanent physical challenge. Some challenges, such as autism, fit into more than one category.

- Health impairments – children who suffer from chronic or long-term health problems

  EXAMPLES: Diabetes, severe asthma, sickle cell anemia, epilepsy

- Intellectual challenges – this category includes Learning Disabled (LD) children (those who have deficits in specific areas such as basic reading skills, reading comprehension, basic math skills, etc.); children with Attention Deficit Disorder (ADD); and mentally retarded children

  NOTE: Children with an IQ below 70 are considered mentally retarded. Mental retardation can range from mild mental retardation to profoundly mentally retarded.

- Physical or motor challenges – children who have demonstrated physical or motor impairment that may be due to genetic or environmental causes

  EXAMPLE: Cerebral palsy is a genetic disorder; a spinal injury due to an accident is an environmental cause

- Psychological/emotional challenges – children in this category suffer from inadequate emotional development or from mental illness

  ☑ **NOTE:** Autism is an severe emotional disturbance that interferes with a child's ability to interact with the environment. These children lack external simulation and tend to self-stimulate often in destructive ways. Symptoms may include head banging, scratching, and rocking.

- Speech and language – children who have demonstrated difficulty in communication skills

  EXAMPLES: Stuttering, voice disorders, cleft palate

OBJECTIVE 2

Optional Activities/
Resources in
Instructor's Guide

Select from a list the challenges for special needs children.

- Accessibility to recreational and social activities
- Emotional problems
- Exclusion/limited social interaction
- Family acceptance
- Fear or avoidance by others
- Health problems
- Intellectual limitations
- Legal challenges
- Physical limitations
- Stereotyping by others

OBJECTIVE 3

Optional Activities/
Resources in
Instructor's Guide

Answer questions about the impact of special needs children on others.

☑ **NOTE:** Children with special needs may present unique challenges to individuals with whom they interact. Four primary groups are discussed below.

- Parents
  - ☐ The parents of special needs children face the challenges that other parents face.
  - ☐ The parents of special needs children may have a strong emotional reaction to their child's disability. Parents may feel guilt, denial, avoidance, shame, grief, resent, or frustration with the challenges they face.
  - ☐ Special needs children often require considerable care and attention from the parents.
  - ☐ The emotional energy required to care for special needs children may strain the relationship between the parents, resulting in conflicts and alienation.
  - ☐ Special needs children may also place financial stress on the family.
- Siblings
  - ☐ Siblings may resent the care and attention given to the special needs child. They may also resent the different parental expectations for them and for the special needs child.
  - ☐ Siblings may become overachievers in an attempt to compensate for the limitations of the special needs child.
  - ☐ Siblings may have a difficult time understanding the disability and may have mixed feelings of guilt, embarrassment, love, and loyalty.
- Caregivers
  - ☐ Caregivers, such as teachers or daycare workers, may feel unable to meet the needs of the special needs child. They may also feel frustrated with the task of caring for a special needs child, if they have not received specialized training.

- Peers

  - ☐ Mainstreaming, or integration, of special needs children is increasingly common. Special needs children interact with their nondisabled peers in virtually every school and social setting. Peers may initially fear and avoid interaction with special needs children.

    ☑ **NOTE:** There have been some concerns that special needs students would slow or hamper the education of their nondisabled peers. However, in properly designed programs both the disabled and nondisabled students can benefit from integration.

OBJECTIVE 4

Optional Activities/ Resources in Instructor's Guide

Discuss the rights of special needs children.

- Effectively, the laws relating to special needs individuals are a federal mandate to eliminate all forms of discrimination against people with special needs.

  ☑ **NOTE:** Several of the laws that relate to special needs children are the following:

  - ☐ Mills vs. Board of Education of the District of Columbia, 1972 – Court case which declared that the exclusion of students with disabilities from free appropriate education was illegal.
  - ☐ Public Law 93-112, Vocational Rehabilitation Act of 1973, Section 504 – Law that states that individuals with disabilities cannot be excluded from any program or activity receiving federal monies.
  - ☐ Public Law 94-142, 1975 – Law that extended the Vocational Rehabilitation Act to include children with disabilities, ages 3-5, and established early intervention programs for infants and toddlers.
  - ☐ The Americans With Disabilities Act (ADA), Public Law 101-336, 1990 – Law that guarantees civil rights protection to individuals with disabilities in private employment, public services, public accommodations, transportation and communication.

- Children with special needs are guaranteed under the law the same rights, privileges, and opportunities as nondisabled children.

  EXAMPLE: A special needs child who is wheelchair- bound has the right to attend a public school and the school must provide equal access to all facilities.

OBJECTIVE 5

Optional Activities/ Resources in Instructor's Guide

List resources for meeting the needs of special needs children.

- Government and community programs

  EXAMPLES: Head Start, financial assistance such as Social Supplemental Income (SSI)

- Medical community

  EXAMPLE: Shriner's Hospital

- Parent support groups

- Private nonprofit organizations

- School resource professionals

  EXAMPLE: Speech pathologist

OBJECTIVE 6

Complete Assignment Sheet 1.

OBJECTIVE 7

Optional Activities/ Resources in Instructor's Guide

Characterize a gifted and talented child.

☞ **NOTE:** To determine whether a child is gifted and talented factors such as IQ scores and tests that measure specific ability such as in math and science or creative thinking are used. Talents in the arts and sports are usually judged by experts in these areas or by judged performances.

- Children who demonstrate outstanding abilities in either a general sense or a specific area. Gifted and talented children show exceptional ability in various ways:
  - ☐ Intellectual ability (high IQ)

    ☞ **NOTE:** Superior intellectual ability is usually measured as having an IQ of 130 or higher.

  - Specific academic aptitude

    EXAMPLE: Being outstanding in one or more subject areas such as math or science

  - Outstanding in visual or performing arts

    EXAMPLES: Music, dance, drawing

  - Outstanding in sports activities

    EXAMPLES: Gymnastics, tennis

  - Outstanding creativity

    EXAMPLES: Writing, inventing

- Gifted and talented children may also have special needs

  EXAMPLE: A child who is gifted and talented may also suffer from a mental illness.

OBJECTIVE 8

Optional Activities/
Resources in
Instructor's Guide

Answer questions about the impact of gifted and talented children on others.

- Parents
  - The parents of gifted and talented children face the challenges that other parents face.
  - Parents must avoid pushing the gifted and talented child too hard. Parents must realize that gifted and talented children are not necessarily more mature than other children.
  - Parents of gifted and talented children must encourage their child to explore areas other than their special talent. Gifted and talented children often avoid exploring areas other than their special talent.
  - Parents of gifted and talented children must realize that gifted and talented children are not always academic high achievers. Gifted and talented children may be bored by traditional school work and, if not appropriately challenged, they may become a discipline problem at school.

  - Parents may also have feelings of resentment toward the gifted and talented child.

  - Gifted and talented children often require considerable time and energy from the parents. Gifted and talented children may also place financial stress on the family.

    EXAMPLE: Paying for private lessons in music or sports

- Siblings

  - Siblings may resent the care and attention given to the gifted and talented child.

- Caregivers

  - Caregivers of gifted and talented children must realize that gifted and talented children are not always academic high achievers. Gifted and talented children may be bored by traditional school work and if not appropriately challenged they may become a discipline problem at school.

  - Caregivers, such as teachers or daycare workers, may feel intimidated by the gifted and talented child.

OBJECTIVE 9

Optional Activities/
Resources in
Instructor's Guide

List resources for meeting the needs of gifted and talented children.

- Colleges and universities

  ☑ **NOTE:** Colleges and universities may offer special courses and programs for gifted and talented children.

- Government and community programs

  EXAMPLES: Art institutions, museums, libraries

- Private nonprofit organizations

  EXAMPLES: Civic clubs or groups, camps

- School resource professionals

NOTE: There are two primary educational methods to meet the needs of the gifted and talented child. The *accelerated method* involves allowing gifted and talented children to take classes ahead of their grade or even to skip entire grades. The *enrichment method* keeps the child with the peer group, but provides special enrichment opportunities such as extended assignments, field trips, after school clubs and programs.

OBJECTIVE 10 **Complete Assignment Sheet 2.**

OBJECTIVE 11 **Complete Assignment Sheet 3.**

ASSIGNMENT SHEET 1

CARING FOR CHILDREN WITH SPECIAL NEEDS, GIFTS AND TALENTS

10

Name ______________________________ Score __________

OBJECTIVE 6

Write a report about special needs children.

EQUIPMENT AND SUPPLIES

- Resources on special needs children

INSTRUCTIONS

Using the information found in your textbooks, the library, and other available resources, write a report about special needs children. You may choose one particular special need or write about special needs in general. Use your own paper to complete this assignment. Some examples of special needs are listed below. There are many other special needs in addition to this list.

- Autism
- Diabetes
- Cerebral palsy
- Visual impairments
- Hearing impairments
- Dyslexia
- Attention Deficit Disorder (ADD) with and without hyperactivity
- Mentally retarded (educable, trainable, and severe/profound)
- Schizophrenia
- Muscular Dystrophy
- Spina Bifida
- Spinal cord injuries
- Amputations
- Arthritis (Juvenile rheumatoid arthritis)
- Epilepsy
- Multiple Sclerosis
- Asthma
- Cancer
- Acquired Immune Deficiency Syndrome (AIDS)
- Cystic Fibrosis
- Heart Disease
- Sickle Cell Anemia

Reading Comprehension
- Gain factual information

Research and Reference
- Select useful resources
- Locate resources
- Find materials in library

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Compose reports

Life Science
- Investigate health issues

Reports should include:

- The correct use of grammar, spelling, and punctuation
- At least three listed references
- Two to three pages in length
- Points to cover in the report:
  - ☐ Description of the need(s) and the origin(s) of each
  - ☐ Effects on the child
  - ☐ Preventive measures (if appropriate)
  - ☐ Resources for parents and caregivers
  - ☐ Challenges to the child, parents, and caregivers

ASSIGNMENT SHEET 2

CARING FOR CHILDREN WITH SPECIAL NEEDS, GIFTS AND TALENTS

10

Name ______________________________ Score __________

OBJECTIVE 10

Write a report about a gifted and talented person.

EQUIPMENT AND SUPPLIES

- Resources on gifted and talented individuals

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Research and Reference
- Select useful resources
- Locate resources
- Find materials in library

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Compose reports

Life Science
- Investigate health issues

Using the information found in your textbooks, the library, and other available resources, write a report about a gifted and talented person. The person may be gifted and talented in intellectual abilities, creative abilities, visual or performing arts, or sports. Use your own paper to complete this assignment.

PART 1

Write the report following the guidelines given below. Reports should include:

- Name of the person
- Gift/talent
- Birth date
- Brief history/biography
- Specific achievements
- The correct use of grammar, spelling, and punctuation.
- At least three listed references.
- Two to three pages in length

PART 2

On a separate sheet of paper answer the following questions:

- Why did you choose this person?
- Was the gift/talent used for good? Explain.
- Did this person have to overcome any special obstacles? Explain.

ASSIGNMENT SHEET 3

CARING FOR CHILDREN WITH SPECIAL NEEDS, GIFTS AND TALENTS

10

Name ______________________________ Score __________

OBJECTIVE 11 **Locate community resources.**

INSTRUCTIONS

Locate a community resource that helps meet the needs of special needs children and/or gifted and talented children. Use the Interview Sheet on the following page. Give a short (2-3 minute) oral report to the class on your findings.

Research and Reference
- Locate resources

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Oral Presentation
- Make informative presentations
- Use good speaking techniques

Interactive Communications
- Conduct/receive interviews

INTERVIEW SHEET

1. Name (of resource or person interviewed): ____________________

2. Location (address): ____________________

____

3. Services offered: ____________________

____

____

____

4. Hours of service: ____________________

5. Whom served: ____________________

6. Qualifications (staff): ____________________

____

____

7. Advertising (how known in community?): ____________________

____

8. Funding source(s): ____________________

____

9. Other questions:

A. ____________________

Answer: ____________________

____

B. ____________________

Answer: ____________________

____

C. ____________________

Answer: ____________________

____

OBJECTIVE SHEET

CARING FOR CHILDREN IN CRISIS

11

INTRODUCTION

Growing up, even under ideal conditions, is hard for a child. It is normal for children to experience problems while growing up. However, children are sometimes faced with crisis situations that are especially challenging to both children and adults. These situations range from moving or starting at a new school, to divorce, death and dying, abuse, and financial crisis. How children deal with crisis situations depends on many factors. However, the responses of parents and other caregivers are vital; they can promote or inhibit a child's adjustment to crises.

FOCUS ASSIGNMENTS

Reading Comprehension

- Gain factual information
- Analyze cause and effect
- Draw conclusions

Language

- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition

- Use complete sentences

FOCUS ASSIGNMENTS

PREREADING:	Read the Handout *A Family in Crisis*. As you read, pay special attention to the problems created by the crisis and the decisions the family must make.
WRITING:	Write a short (one paragraph) discussion of the impact of the crisis. Include a discussion of how the family might effectively deal with the crisis.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. State ways in which crises can affect families.
2. Define types of child abuse.
3. List risk factors that increase the chance of child abuse.
4. Answer questions about the reporting of suspected child abuse.
5. List community resources for crisis management.
6. Profile a community crisis management resource. (Assignment Sheet 1)
7. Report on a crisis and the effective management of it. (Assignment Sheet 2)
8. Respond to scenarios involving crisis situations. (Assignment Sheet 3)

INFORMATION SHEET

CARING FOR CHILDREN IN CRISIS

11

OBJECTIVE 1

Required Activities/
Resources
- Discussion

Optional Activities/
Resources in
Instructor's Guide

State ways in which crises can affect families.

Start the discussion by asking the question "What are some examples of family crisis situations?"

WORDS YOU SHOULD KNOW	
crisis	any event or experience that strains a family's emotional or financial resources

- Adjustment to a new life style or family make-up

  EXAMPLES: Remarriage with a blended family, relocation

- Emotional feelings such as anger, guilt, betrayal, depression, or sadness

  EXAMPLE: A young child may feel at fault for a divorce.

- Extreme changes in behavior of family members

  EXAMPLES: Decreased appetite, loss of interest in activities, withdrawal, increased aggression

- Financial hardships

  EXAMPLES: Paying long-term medical bills, unemployment

- Strained or broken family relationships

  EXAMPLE: Divorce

OBJECTIVE 2

Optional Activities/
Resources in
Instructor's Guide

Define types of child abuse.

WORDS YOU SHOULD KNOW	
child abuse	physical and/or emotional mistreatment of a child
incest	sexual contact between family members that are not husband and wife

- **emotional abuse** – inflicting psychological harm on a child by insulting or harsh language, placing unrealistic demands on the child, or withholding emotions

  EXAMPLE: Referring to a child as stupid, slow, or unattractive

- **neglect** – failing to provide the basic necessities such as food, clothing, shelter, medical care, and emotional support

  EXAMPLE: The child ceases to develop or function physically due to a lack of nurturing by the caregiver (failure to thrive)

- **physical abuse** – inflicting non-accidental injury to a child

  EXAMPLES: Beatings, burns, shaking

- **sexual abuse** – involving a child in sexual acts

  EXAMPLE: Incest

OBJECTIVE 3

Optional Activities/
Resources in
Instructor's Guide

List risk factors that increase the chance of child abuse.

☑ **NOTE:** Adults who abuse children come from a variety of social and economic backgrounds.

- Family history of abuse

  ☑ **NOTE:** Child abuse is cyclical. A person who was abused as a child is at greater risk of becoming an abuser.

- Substance abuse problems

- Lack of good parenting skills

  EXAMPLE: A parent who does not understand the developmental stages of children may have unrealistic expectations such as becoming angry when an 18-month-old wets the bed.

- Teen-age parents

- Family and environmental stresses

OBJECTIVE 4

Answer questions about the reporting of suspected child abuse.

Required Activities/
Resources
– Discussion

Optional Activities/
Resources in
Instructor's Guide

Discuss the reporting of suspected child abuse.

☑ **NOTE:** The following discussion refers to Oklahoma. Other states may have similar laws concerning the reporting of child abuse.

- An individual who has reason to believe that a child has been abused is required to report the incident promptly to the Department of Human Services. Failing to report is a misdemeanor.

- Reports of suspected child abuse may be made by calling the Statewide Child Abuse Hot Line. The caller may remain anonymous.

- Medical professionals who treat victims for suspected abuse injuries are required to report the incident to the local law enforcement agency. If the victim is a child, medical professionals must report both to law enforcement and to the Department of Human Services.

- The Department of Human Services must make a report to the district attorney on all child abuse or neglect investigations in which there is evidence of abuse or neglect.

- If children are in imminent danger, law enforcement officials may take the child into protective custody.

OBJECTIVE 5

Optional Activities/
Resources in
Instructor's Guide

List community resources for crisis management.

- Crisis hotlines
- Emergency shelters
- Private/nonprofit organizations
- Professional counseling services
- Religious groups
- Social service agencies/organizations
- Support groups

OBJECTIVE 6 **Complete Assignment Sheet 1.**

OBJECTIVE 7 **Complete Assignment Sheet 2.**

OBJECTIVE 8 **Complete Assignment Sheet 3.**

ASSIGNMENT SHEET 1

CARING FOR CHILDREN IN CRISIS

11

Name ______________________________ Score __________

OBJECTIVE 6

Profile a community crisis management resource.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Research and Reference
- Select useful resources
- Locate resources

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Compose reports

PART 1

Create a list of potential resources from a phone directory. List other contacts in your local community.

PART 2

1. Choose a community crisis management resource to profile. The crisis management resource may be any agency or organization that helps families cope with crisis situations.

2. Write a one-page report on the crisis management resource on a separate sheet of paper. In your report, address the following:

   - The name of the crisis management resource.
   - The purpose of the crisis management resource.
   - The ways in which the crisis management resource serves families.
   - How the crisis management resource obtains funds and workers for operations.
   - How the crisis management resource advertises its services to families.
   - Are there opportunities to volunteer services or assist in fund raising?

3. Obtain information for your report from personal interviews, brochures, news stories, etc. If you conduct personal interviews, be sure to use proper business etiquette: call for an appointment, identify yourself and the reason for calling, know what questions to ask before you contact the person, and thank the person for his or her assistance.

☑ **NOTE:** This Assignment Sheet will be evaluated on the content as well as correct grammar, spelling, and punctuation.

ASSIGNMENT
SHEET 2

CARING FOR CHILDREN IN CRISIS

11

Name ______________________________ Score __________

OBJECTIVE 7

Report on a crisis and the effective management of it.

INSTRUCTIONS

Write a one-page report on a crisis and the effective management of it. The crisis may be an example from a news story, magazine, television, or your own experiences. Discuss how the crisis was dealt with and what the family might have done differently to better cope with the crisis. For example, contact local resources for help or support. Also include a brief discussion of the impact of the crisis.

☑ **NOTE:** This Assignment Sheet will be evaluated on both the content and correct grammar, spelling, and punctuation.

Reading Comprehension
- Gain factual information

Research and Reference
- Select useful resources
- Locate resources

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Compose reports

ASSIGNMENT SHEET 3

CARING FOR CHILDREN IN CRISIS

11

Name ______________________________ Score __________

OBJECTIVE 8

Respond to scenarios involving crisis situations.

INSTRUCTIONS

Read the following letters and respond to the writer in the blanks provided. Include in your answer resources where the individual may go for help.

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Cognitive Activities
- Devise a solution

1. Dear Advice Columnist: I have lived in the same town since second grade, and am now a freshman in high school. I have just found out that my family is going to move to another state because of a job transfer. I am scared of moving and worried that I won't be able to "fit in" to a new school. I also don't want to leave all my friends. What should I do?

____

____

____

____

2. Dear Advice Columnist: I am fifteen years old. I was in a bad car accident several months ago. I was a passenger in a car that was hit by a drunk driver at night. I was in the hospital but I have recovered from the accident. I have several scars from the accident. The problem is that now I am scared of riding in cars, especially at night. I am supposed to start taking driving lessons this summer to get my learner's permit. I don't know if I can do it. What should I do?

____

____

____

____

3. Dear Advice Columnist: A friend of mine has been talking a lot about suicide. I can't understand why this friend would even think about it because he has a lot going for him. What should I do?

____

____

____

____

4. Dear Advice Columnist: I am sixteen years old. My family is going through some tough financial problems because of a recent lay-off. We have had to cut back on "extras." It hurts to see my parents' reaction when they have to say no to my little brother. He had been looking forward to going to a summer baseball camp but now they can't really afford to send him. What should I do?

____

____

____

____

5. Dear Advice Columnist: I am on the high school basketball team and started this year. The team went to the state playoffs and made it to the finals. We lost by only 4 points. I keep thinking that maybe if I had played just a little better we would have won. I feel like I let everyone down. What should I do?

____

____

____

____

OBJECTIVE SHEET

EXPLORING CHILD CARE SERVICES AND COMMUNITY RESOURCES 12

INTRODUCTION

Needs for child care have changed to reflect changes in the family, as well as changing attitudes about child care. While child care services can help parents meet their changing needs, child care also affects both children and families. Today, parents are faced with many options for child care, including preschools, day care centers, jobsite day care, and at-home parenting. These choices must be made after parents carefully evaluate a number of considerations. This unit will make the student aware of child care options, considerations affecting child care choices, and community resources.

FOCUS ASSIGNMENTS

Reading Comprehension
- Gain factual information
- Analyze cause and effect
- Draw conclusions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

FOCUS ASSIGNMENTS	
PREREADING:	Read about child care services and community resources. Use your textbooks, reference book, magazines, or other resources.
WRITING:	Write a one-page summary over the information read. You may write about child care services in general or a specific aspect of child care such as care for school-age children.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Discuss changing needs for child care.
2. Explain considerations affecting child care choices.
3. Match options for child care to their descriptions.
4. Describe the effects of child care on children and families.
5. State criteria for evaluating child care programs.
6. Answer questions about licensing requirements for child care services.
7. List responsibilities of parents in a child care arrangement.
8. Identify responsibilities of a caregiver. (Assignment Sheet 1)
9. Identify sources of information about child care.
10. Evaluate community child care options. (Assignment Sheet 2)

INFORMATION SHEET

EVALUATING CHILD CARE SERVICES AND COMMUNITY RESOURCES

12

OBJECTIVE 1

Optional Activities/
Resources in
Instructor's Guide

Discuss changing needs for child care.

- Many children today live in single-parent homes where the parent works in a full-time job outside the home to support the family.
- In many two-parent families, both parents work either full- or part-time outside the home.

  ☑ **NOTE:** In many dual-career families, a second income is not a luxury but a necessity in order to make ends meet.
- Some parents who care for their children at home may need outside care occasionally or feel that some outside care would be beneficial to the child.
- Because there are fewer extended families and because family members tend to live further apart, child care in the family is less available.

OBJECTIVE 2

Optional Activities/
Resources in
Instructor's Guide

Explain considerations affecting child care choices.

- Amount of time needed – some parents may need only occasional child care while others may need extended child care beyond the regular 40-hour work week (such as early morning or evening care)
- Cost of the child care – the amount of money available to spend on child care

  EXAMPLE: A day care center may be more expensive than a family day care provider.
- Distance to the child care facility – the child care facility should be accessible

  EXAMPLE: Some after-school child care facilities will make arrangements for the child to go from school to the facility.

- Types of care available in your community – what options are available to the parents in choosing child care

  EXAMPLE: Does the work site offer child care, is a relative available to care for the child

OBJECTIVE 3

Optional Activities/ Resources in Instructor's Guide

Match options for child care to their descriptions.

WORDS YOU SHOULD KNOW	
latch-key children	a term used to refer to children who are at home by themselves from the time they get out of school until their parents' arrival home from work
nanny	a child-care provider who works for a family in their home; a nanny often lives with the family

- **After school programs** – programs targeted at school-age children that provide activities for children during the gap between after-school and the parents' arrival home from work

  ☑ **NOTE:** These programs may be run by schools, community groups, and non-profit agencies.

- **Care in the caregiver's home** – the child is taken to the caregiver's home, usually involves a small group of children; also referred to as family day care

- **Care in the child's home** – the child is cared for by someone in the home; the caregiver may be a relative, friend, babysitter, or may be a nanny

- **Child care centers** – the child is cared for in a center with other children

  ☑ **NOTE:** There is a wide range in quality and types of child care centers. Some child care centers may be nationally franchised.

- **Church-sponsored child care** – child care usually housed in church facilities; generally part-time care is available but may be full-time

- **Cooperative child care** – child care organized by groups of families; parents are expected to contribute to the operation of the facility

- **Drop-in child care centers** – child care available for an hourly basis; some drop-in care centers are located at shopping malls

- **Employer-sponsored child care** – child care is provided at the work site for children of employees

- **Government-sponsored child care** – free or low cost child care is offered to those who qualify; includes programs such as Head Start, Home Start, and Even Start

- **Early childhood education programs or preschools** – child care that provides early childhood educational programs for short time periods

- **Play groups** – organized by parents to provide children with social activities; parents may exchange services

OBJECTIVE 4

Optional Activities/
Resources in
Instructor's Guide

Describe the effects of child care on children and families.

- **Separation anxiety** – both children and parents may feel anxieties because of the separation

  ☑ **NOTE:** Parents should stay calm and confident since their anxiety will tend to worsen a child's anxiety.

- **Feelings of guilt or jealousy** – parents may at times feel guilty for leaving their children; parents may also have feelings of jealousy over the close attachments children form with caregivers

- **Mental development** – child care does not seem to have either positive or negative effects on the mental development for the majority of children

  ☑ **NOTE:** Programs such as Head Start have been shown to have a positive effect on the mental development of disadvantaged children.

- **Social development** – research has shown that separation does not change the family bond; some studies indicate children in child care may be more aggressive

- The effects of child care on both parents and children **depend on many factors**.
  - ☐ Quality of the child care

    EXAMPLE: High quality programs encourage learning and/or have activities for the child

  - ☐ Relationship of the family outside of child care

    EXAMPLE: A child that has a strong, positive, and loving relationship with the parents is less likely to have anxieties about child care

  ☑ **NOTE:** Child care is a supplement to, not a replacement for, a positive, loving home environment. Parents should assume parenting roles and responsibilities. Parents should not expect nor caregivers allow themselves to take on the parenting job. Caregivers are supportive of parents and children and should encourage the parent-child bond.

OBJECTIVE 5

Required Activities/
Resources
– Discussion

Optional Activities/
Resources in
Instructor's Guide

State criteria for evaluating child care programs.

Discuss the question "What are the criteria for evaluating child care programs?"

- Regulations/licensing requirements

  ☑ **NOTE:** Regulations and licensing requirements cover items such as housing, equipment, staff, program services, and business operations. Individual states have requirements for child care programs; some programs may fall under federal regulations.

- Accreditation
- Staff
  - ☐ Education/training requirements of the caregivers

    EXAMPLES: Child Development Associates (CDA); early childhood degrees; vocational and technical education training, competency profiles, and certificates

  - ☐ Criminal background check is required

  - Staff-to-child ratio

    ☑ **NOTE:** This ratio is age-dependent.

  - Characteristics of the caregivers

    EXAMPLE: Do the caregivers have a positive, warm attitude toward the children?

  - Administration

    EXAMPLE: Is the program run in a professional manner? Are the proper records kept?

  - Open door policy for parents/parent evaluations
  - Monitoring of people entering and leaving the building

    EXAMPLE: Sign-in, visitor tags

- Physical setting
  - Clean and sanitary

    EXAMPLE: Is there a wash basin for children, toilet facilities? Ask to see inspection reports.

  - Safe

    EXAMPLES: Are there potential hazards, such as a swimming pool, on the premises? Are there safety education programs for children?

  - Appropriate toys, games, playground equipment, etc.
  - Building safety

    EXAMPLE: Are fire extinguishers present? Ask when the last fire drill was held.

  - Vision panels or low walls

    ☑ **NOTE:** Increased visibility is a child abuse prevention factor especially in closets, bathrooms, and activity rooms.

- Program activities and services
  - ☐ Special services available

    EXAMPLE: Transportation to and from the facility
  - ☐ Signs that each child is treated as an individual and not as a group
  - ☐ Activities developmentally appropriate

    ☑ **NOTE:** Activities should be more child-directed than teacher-directed, especially in the very young ages.
  - ☐ Food provided
- Reputation
- Cost
- Consistency

OBJECTIVE 6

Answer questions about licensing requirements for child care services.

Required Activities/
Resources
– Discussion

Optional Activities/
Resources in
Instructor's Guide

? Discuss the question "What are licensing requirements for child care services?"

- Licensing requirements vary by state and also by the type of child care service offered.

  EXAMPLE: Day care centers or family day care
- Licensing means that a child care service meets the *minimum* standards for licensure.
- Licensing requirements cover items such as:
  - ☐ Business operations and record keeping

    EXAMPLE: Health records of the child
  - ☐ Child health

    EXAMPLE: Immunization shots

☐ Fire safety

☐ Guidance and discipline

☐ Nutrition

☐ Physical care

☐ Physical facility

EXAMPLES: Space available for each child, safety considerations

☐ Program services and equipment

EXAMPLE: Age appropriate play equipment

☐ Staff

EXAMPLE: The caregiver must be at least 18 years of age; the caregiver must have a criminal background check

☐ Transportation

OBJECTIVE 7

Optional Activities/ Resources in Instructor's Guide

List responsibilities of parents in a child care arrangement.

- Adequately check out the child care services and ensure that they are appropriate for the child.

  ☑ **NOTE:** Visit the facility at different times of the day and for unannounced visits. Open files on the facility are available at the DHS office.

- Deliver and pick up the child on time.

  ☑ **NOTE:** If you are going to be late in delivering or picking up the child, notify the caregiver. Check with the caregiver beforehand on the policy you should follow.

- Do NOT take a sick child to a child care facility.

  ☑ **NOTE:** Parents should have alternate arrangements to care for a sick child. See that a sick child is picked up when a center calls.

- Provide the caregiver with immunization records and keep those up-to-date.
- Ensure the child has appropriate clothing.

  EXAMPLE: If the child will be outside on a chilly day, give the child a sweater.

- Ensure the nutritional needs of the child are met before leaving them or are met at the facility.

  EXAMPLE: Does the child care service serve breakfast?

- Emotionally prepare the child for child care.
- Inform the caregiver of any special needs of the child.

  EXAMPLE: If the child is allergic to a certain food or substance.

- Leave appropriate emergency phone numbers and medical release forms with the caregiver.
- Take an active role in the child care arrangement.

  EXAMPLES: Communicate both concerns and positive feelings to the caregiver, visit the facility occasionally

- Ensure payment is made to the caregiver on time.
- Treat the caregivers with respect and deal with problems in a professional manner. Be a partner with the caregivers.

OBJECTIVE 8 **Complete Assignment Sheet 1.**

OBJECTIVE 9 **Identify sources of information about child care.**

Optional Activities/ Resources in Instructor's Guide

- Child care facilities
- Community agencies or organizations

  EXAMPLE: Resource and referral agencies

- Religious organizations
- State agencies

  ☞ **NOTE:** States have minimum requirements for licensing. By checking with the state agency that oversees child care licensing, you can determine if the facility is licensed.

- Friends, relatives, co-workers
- National associations

  ☞ **NOTE:** Associations such as SECA, the National Association for Family Day Care and the National Association for the Education of Young Children may offer accreditation to programs that meet high standards for quality.

- University services

  EXAMPLE: Local home economics extension agents

OBJECTIVE 10 **Complete Assignment Sheet 2.**

ASSIGNMENT SHEET 1

EVALUATING CHILD CARE SERVICES AND COMMUNITY RESOURCES

12

Name ______________________________ Score __________

OBJECTIVE 8

Identify responsibilities of a caregiver.

INTRODUCTION

Caregivers have a variety of responsibilities depending on the type of facility in which they work. For example, the responsibilities of an employee in a day care center may differ from the responsibilities in a preschool or after school program. There are some basic responsibilities for anyone involved in child care, such as ensuring the safety of the children.

INSTRUCTIONS

- Select one position in child care and determine the responsibilities of the caregiver.
    - ☐ Use textbooks, library materials, magazines, personal interviews, or other sources.
    - ☐ Remember to follow proper business etiquette in conducting personal interviews. For example, call the individual before visiting the facility.
- Identify the responsibilities of that position and write a one-page summary over the responsibilities. Include the requirements and training needed for the position.

Research and Reference
- Select useful resources

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Compose reports

Job Search/Selection
- Analyze duties/requirements/benefits of specific job

Name ______________________ Score __________

OBJECTIVE 10

Evaluate community child care options.

INTRODUCTION

Child care options vary from location to location. While a large metropolitan city may offer several options, a small town may be limited in choices for child care. Factors such as cost and accessibility are also important.

INSTRUCTIONS

- Research the child care options available in your community. For example, are there individuals who offer family day care?
- Evaluate at least two options. Refer to objective 5 for evaluation criteria.
- Write a summary of your findings, addressing the criteria stated in objective 5. Include a discussion of what you believe are the advantages or disadvantages of the child care.

Research and Reference
- Select useful resources

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Compose reports

OBJECTIVE SHEET

EXPLORING CAREERS RELATING TO CHILDREN

13

INTRODUCTION

Your choice of a career is one of the most important decisions that you can make. However, career decisions are not easy; they are the result of careful searching and planning. Your success in finding a rewarding career will depend on the work that you put into your career search. By following the steps in career decision-making and using sources of occupational information, you can develop a personal career plan.

FOCUS ASSIGNMENTS

Reading Comprehension
- Gain factual information
- Analyze cause and effect
- Draw conclusions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

FOCUS ASSIGNMENTS	
PREREADING:	Read about careers related to children. Use your textbook, reference book, magazines, or other resources.
WRITING:	Write a one-page essay over careers related to children. The information may be a general overview of careers related to children or may be about a specific topic or career.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Describe career opportunities related to children.
2. List personal qualifications for child care providers.
3. State ethical practices.
4. List steps in making career decisions.
5. Profile child-related businesses in the community. (Assignment Sheet 1)
6. Summarize personal interests. (Assignment Sheet 2)
7. Profile career opportunities. (Assignment Sheet 3)
8. Compare career opportunities. (Assignment Sheet 4)
9. Develop a personal career plan. (Assignment Sheet 5)

INFORMATION SHEET

EXPLORING CAREERS RELATING TO CHILDREN

13

OBJECTIVE 1

Required Activities/ Resources
- Discussion

Optional Activities/ Resources in Instructor's Guide

Describe career opportunities related to children.

Discuss the question "What are career opportunities relating to children?"

- **Art and design services** – a wide variety of careers involving the design and production of children's products such as toys, literature, and clothing

  EXAMPLES: Children's book writer or artist, playground designer, toy designer, clothing designer

- **Child care services** – careers related to the physical care of children while their parents are at work or for children who have been temporarily or permanently removed from their homes

  EXAMPLES: Day care worker, foster parent, baby-sitter

- **Children's products and services** – careers involving the sell of goods and services for children

  EXAMPLES: Children's hair stylist, toy store manager

- **Dietary services** – careers related to providing appropriate nutrition for children

  EXAMPLES: School dietitian, child-care center cook

- **Education services** – careers related to the intellectual development and training of children

  EXAMPLES: Elementary school teacher, teacher's aide, librarian

- **Health services** – careers related to the health and physical well-being of children

  ☞ **NOTE:** Careers in this field range from paraprofessional through professional level such as nurse's aides, nurses, physical therapists, pediatricians, etc.

- **Psychological and social services** – careers related to the mental health and welfare of children

  EXAMPLES: Child psychologist, child welfare worker

- **Recreation** – careers related to the providing children with opportunities in sports, fitness, arts and crafts, etc.

  EXAMPLES: Recreation supervisor, park director, recreation aide

OBJECTIVE 2

Optional Activities/
Resources in
Instructor's Guide

List personal qualifications for child care providers.

- Adaptability and flexibility
- Accept physical closeness from young children

  EXAMPLE: Young children may want to hold hands or sit on an adult's lap.

- Comfortable in helping young children with physical needs

  EXAMPLE: Helping a young child dress

- Concern for children's welfare
- Good communication skills
- Leadership skills
- Enjoy being around children
- Patience

OBJECTIVE 3

Required Activities/
Resources
– Discussion

Optional Activities/
Resources in
Instructor's Guide

State ethical practices.

? Discuss the question "What are some ethical practices related to careers involving children?"

WORDS YOU SHOULD KNOW	
ethical	following a set of standards which are based on principles or values held by a certain group of individuals

- Be an advocate for children
- Employee responsibilities
  - ☐ Punctual
  - ☐ Neat in appearance
  - ☐ Appropriate dealings with the public and co-workers
  - ☐ Appropriate money and material handling

    ☑ **NOTE:** This includes items such as employee theft of money or materials.
- Knowledgeable about your field and current research
- Report child abuse or neglect

  ☑ **NOTE:** All individuals working with children have both a legal and ethical obligation to report suspected cases of child abuse or neglect. This can be done anonymously through your state child welfare services, however, your employer may also have reporting procedures.
- Separate your personal opinions and feelings from your work
- Supportive of parents

OBJECTIVE 4 **List steps in making career decisions.**

Optional Activities/
Resources in
Instructor's Guide

WORDS YOU SHOULD KNOW	
aptitude	a natural talent
hobby	a favorite pursuit or interest, often enjoyed outside the occupation
skill	the ability to do something well; skills may be developed through training and practice

1. Identify and evaluate personal characteristics, aptitudes, skills, and hobbies
2. Compile a list of working conditions of personal importance.
3. Research careers of interest.
4. Set challenging but realistic career goals.
5. State goals specifically and in writing.
6. Set a time schedule for meeting goals.
7. Obtain needed training and/or education.
8. Pursue a position in the field of interest.

OBJECTIVE 5 **Complete Assignment Sheet 1.**

OBJECTIVE 6 **Complete Assignment Sheet 2.**

OBJECTIVE 7 **Complete Assignment Sheet 3.**

OBJECTIVE 8 **Complete Assignment Sheet 4.**

OBJECTIVE 9 **Complete Assignment Sheet 5.**

ASSIGNMENT SHEET 1 | *EXPLORING CAREERS RELATING TO CHILDREN* 13

Name ______________________________ Score __________

OBJECTIVE 5 **Profile child-related businesses in the community.**

INSTRUCTIONS Select two child-related businesses in the community. The selections may be any business or agency that involves children, such as a day care, a pediatric physician's office, or a social service agency. Write a one-page summary of the business, answering the questions listed below. You may use personal interviews, telephone interviews, pamphlets or brochures, or other sources. If conducting personal or telephone interviews, be sure to use proper business etiquette. Be prepared to discuss your findings with the class.

- Name of the business or agency
- How it relates to children
- Specific services or products offered
- Approximate number of employees
- How the business or agency advertises its products or services
- Additional information

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Compose reports

ASSIGNMENT SHEET 2

EXPLORING CAREERS RELATING TO CHILDREN

13

Name ______________________ Score __________

OBJECTIVE 6 **Summarize personal interests.**

INSTRUCTIONS

Language
- State ideas clearly

Job Search/Selection
- Analyze personal occupational aptitudes/preferences

- Answer the following questions and statements about personal interests.
- Think about how these interests might relate to a career involving children.
- Be prepared to explain your answers to your class.

1. List hobbies, interests, and clubs in which you are involved.

2. How might these hobbies, interests, and clubs be helpful in a career involving children?

3. List favorite courses and preferred classes.

4. How might these courses relate to or provide background for a career involving children?

5. Are your willing to continue your education after high school? In what way?

6. What post-high school training and/or educational opportunities are available to you?

7. How many hours per week are you willing to work?

____

8. Do you prefer to work with other people or by yourself?

____

9. What do your interests indicate to you about possible career choices involving children?

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10. List three careers involving children that are of interest to you.

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11. Would you volunteer your services to gain experience or test your suitability for a career with children?

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12. Would you prefer to pursue a career outside of fields involving children? If so, identify the career and give your reasons for pursuing it.

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ASSIGNMENT SHEET 3

EXPLORING CAREERS RELATING TO CHILDREN

13

Name ______________________________ Score __________

OBJECTIVE 7

Profile career opportunities.

INTRODUCTION

There are many different types of careers related to children. Some careers may directly involve children, such as a day care worker, while others may indirectly involve children, such as retail of children's products. Knowing the careers that are available to you will help you to make a better decision about your future.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Job Search/Selection
- Analyze personal occupational aptitudes/preferences
- Investigate employment prospects of a career field/occupation
- Investigate training requirements for a career field/occupation
- Compare/evaluate career options

Part 1

Using a variety of resources such as government publications, trade journals, magazines and newspapers, personal interviews, etc., research the various careers available that relate to children. Select careers that you might be interested in that could involve children. Several examples are given below:

- Physician (specializing in pediatrics)
- Secondary school teacher
- Librarian
- Teacher Aide
- Social worker
- Child care worker

Part 2

Answer the questions below.

1. Select three careers that are of interest to you.

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2. Why do these careers interest you?

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3. What requirements and special qualifications are needed for these careers?

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4. What do you think the job outlook will be for these careers?

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5. How do these careers involve children?

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ASSIGNMENT SHEET 4

EXPLORING CAREERS RELATING TO CHILDREN

13

Name ______________________________ Score __________

OBJECTIVE 8

Compare career opportunities.

INSTRUCTIONS

Select two careers that involve children. Answer the following questions using a variety of resources such as government publications, trade journals, magazines and newspapers, personal interviews, etc.

1. List the two careers.

____

____

2. What educational or training requirements are needed for the careers?

____

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____

3. What salary ranges do the careers offer?

____

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Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

Job Search/Selection
- Analyze personal occupational aptitudes/preferences
- Investigate employment prospects of a career field/occupation
- Investigate training requirements for a career field/occupation
- Compare/evaluate career options

4. What are the working conditions of the careers?

5. What advantages and disadvantages do you believe the careers offer?

6. What is the job outlook for the careers?

7. What is one source of information for each career? (EXAMPLE: Professional associations)

8. Which career would you prefer to pursue? Why? If neither career, explain why not.

ASSIGNMENT SHEET 5

EXPLORING CAREERS RELATING TO CHILDREN

13

Name ______________________ Score __________

OBJECTIVE 9

Develop a personal career plan.

INSTRUCTIONS

- Develop your personal career plan using the form provided.
- Include additional information and/or supplemental material as needed to complete your plan.

Language
- State ideas clearly

Job Search/Selection
- Analyze personal occupational aptitudes/preferences
- Develop personal career path

PERSONAL CAREER PLAN

Personal Characteristics, Aptitudes, Skills, and Hobbies

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

Working Conditions (of personal importance)

1. ______________________________
2. ______________________________
3. ______________________________

Careers of Interest

1. ______________________________
2. ______________________________
3. ______________________________

Career Goals

1. ______________________________
2. ______________________________
3. ______________________________

Training/Education Required (for Career Goals)

____

____

____

616

Action Plan (for reaching Career Goals)

Steps:	*Completion Dates:*
1. ______________________	__________
2. ______________________	__________
3. ______________________	__________
4. ______________________	__________
5. ______________________	__________
6. ______________________	__________
7. ______________________	__________
8. ______________________	__________

Resources Needed (for completing the steps above):

____

____

____

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______________________________ __________

Your Signature Date